


## Year 5

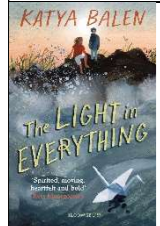
### Autumn 1

Year 5 Autumn 1
<p>Milestone LO</p> <p><b>Transcription</b> <i>See separate handwriting and spelling mapping documents.</i></p> <p><b>Vocabulary, Grammar and Punctuation</b> <i>These milestones should be taught at the beginning of each writing unit using the Learn, Practice, Apply approach and then reinforced during the independent writing cycle.</i></p> <p><u>Figurative Language</u></p> <ul style="list-style-type: none"><li>• Use metaphor for effect.</li></ul> <p><u>Expanded Noun Phrases</u></p> <ul style="list-style-type: none"><li>• Use expanded noun phrases modified by adjectives, modifying nouns and prepositional phrases.</li></ul> <p><u>Cohesion</u></p> <ul style="list-style-type: none"><li>• Link ideas within and between paragraphs using adverbials of time.</li></ul> <p><u>Using increasingly complex sentence structures</u></p> <ul style="list-style-type: none"><li>• Use relative clauses beginning with who, which, whose and that to modify nouns.</li><li>• Use commas to show parenthesis.</li></ul> <p><b>Composition</b> <i>These milestones should feature during every writing unit. Children's use of these strategies should increase in independence and sophistication as their experiences writing for purpose grow. See substantive and disciplinary knowledge for details of the new content to be covered in each learning journey.</i></p> <p><u>Planning</u></p> <ul style="list-style-type: none"><li>• Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li><li>• Noting and developing initial ideas, drawing on reading and research where necessary.</li><li>• When writing narratives, consider how authors have developed the characters and settings in the texts they have read, listened to or see performed.</li></ul> <p><u>Drafting</u></p> <ul style="list-style-type: none"><li>• Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (see vocabulary, grammar and punctuation for details of new content).</li><li>• In narratives, describe settings, character and atmosphere.</li><li>• Precis longer passages.</li><li>• Use a wide range of devices to build cohesion within and across paragraphs (see vocabulary, grammar and punctuation for details of new content).</li></ul> <p><u>Editing and Evaluating</u></p> <ul style="list-style-type: none"><li>• Assess the effectiveness of their own and others' writing.</li><li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li><li>• Ensure the consistent and correct use of tense throughout a piece of writing.</li><li>• Ensure correct subject and verb agreement.</li><li>• Distinguish between the language of speech and writing, choosing the correct register.</li><li>• Proofread for spelling and punctuation errors.</li><li>• Perform their own compositions, using appropriate intonation, volume and movement so the meaning is clear.</li></ul> <p><i>Revisit</i> New knowledge.</p>

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
 <p><b>Learning Journey 1:</b>  <b>Purpose</b> – ENTERTAIN  <b>Audience:</b> Teacher’s Choice  <b>Viewpoint:</b> Children’s Choice.  <b>Form:</b> Poem  <b>Texts:</b> The Light in Everything (Katya Balen) and Caged Bird (Maya Angelou) – teachers may want to contrast Caged Bird with other poems to draw out children’s understanding of metaphor alongside personification.</p>		
<p>Children should know that...</p> <p><b><u>Vocabulary, Grammar and Punctuation</u></b>  <b><u>Figurative Language</u></b></p> <ul style="list-style-type: none"> <li>Figurative language is where a writer uses words and sentences creatively to communicate more than their literal meaning. (Year 4 Spring 2)</li> <li>The rule of 3 is an unofficial ‘rule’ in English, which suggests things are most effective when they come in threes because they are manageable for the reader and they are memorable. Year 4 Spring 2)</li> <li>Onomatopoeia is a word which sounds like what it means. (Year 4)</li> <li>Similes are a way of comparing two things to help describe by saying things are similar to one another.(Year 4)</li> <li>Metaphor is a way of comparing one thing to another by saying one thing is the other. <ul style="list-style-type: none"> <li>Metaphors are a stronger form of comparison so are usually used for dramatic effect.</li> <li>Sometimes, metaphors can be used across longer pieces of writing for dramatic effect.</li> </ul> </li> <li>Personification is where we give something non-human human characteristics. This can make it easier for a reader to visualise the object/scene and can help to create atmosphere. This includes <ul style="list-style-type: none"> <li>Describing objects as if they are people.</li> <li>Describing objects as if they have feelings.</li> </ul> </li> </ul> <p><b><u>Composition</u></b></p> <ul style="list-style-type: none"> <li>Features of free verse poems <ul style="list-style-type: none"> <li>Does not follow a formal, consistent rhyme scheme.</li> <li>Does not have a formally recognised metre (beat).</li> <li>Some free verse poems are more structured than others (for example, Caged Bird has a structure where each stanza contrasts a ‘caged’ and ‘free’ bird to create a moral message. Each line has a similar metre, but this is not formally recognised (i.e. not iambic pentameter).</li> <li>Allow poets the freedom to express their thoughts without being limited to a specific structure.</li> </ul> </li> <li>Features of the specific poem which children will want to imitate and explore in their own poetry <ul style="list-style-type: none"> <li>The use of contrasting stanzas to create a moral message.</li> <li>The irregular but musical metre.</li> <li>The powerful use of vocabulary throughout.</li> <li>Use of personification.</li> </ul> </li> </ul>	<p>Children should know how...</p> <p><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <ul style="list-style-type: none"> <li>To use figurative language, including metaphors and personification, for effect.</li> </ul> <p><b><u>Composition</u></b>  <b><u>Planning</u></b></p> <ul style="list-style-type: none"> <li>To identify the audience and purpose of writing.</li> <li>To select/use an appropriate form to achieve our purpose.</li> <li>To use similar writing as a model for my own, including considering how author have developed character and setting in the wide range of literary experiences they have had.</li> <li>To concisely note my initial ideas.</li> <li>To read/research further to supplement my ideas.</li> </ul> <p><b><u>Drafting</u></b></p> <ul style="list-style-type: none"> <li>To make purposeful selections of grammar and vocabulary to enhance meaning.</li> <li>To create character, setting, plot and atmosphere.</li> <li>To develop cohesion across and within paragraphs.</li> </ul> <p><b><u>Editing and Evaluating</u></b></p> <ul style="list-style-type: none"> <li>To proof-read our writing for our year group’s non-negotiables.</li> <li>To make changes to the language, grammar and structure of my own and others’ writing independently.</li> <li>To identify two things we like about our own or another person’s writing, explaining why with reference to the reader.</li> <li>To identify one specific thing we/another person could change in their writing to further enhance the impact on the reader.</li> </ul>	<p>Children should know when...</p> <ul style="list-style-type: none"> <li>To use figurative language to convey a strong thought or emotion.</li> <li>To use similar structure (e.g. metre, rhyme, stanza length) and when to use different structures to support meaning.</li> </ul> <p>Children should know why...</p> <ul style="list-style-type: none"> <li>Poems often make such strong use of figurative language.</li> <li>Why free verse is a powerful vehicle for writers to communicate about powerful themes.</li> </ul>

Substantive Knowledge			Disciplinary Knowledge			Conditional Knowledge
Vocabulary	Free verse	A form of poetry where there is no formal rhyme scheme or metre, which allows the poet freedom to explore their ideas with fewer rules.	meter	The beat/rhythm of a piece of poetry, created by the pattern of stressed and unstressed syllables. v	Rhyme scheme	A formal way of describing the rhyming patterns within poems using letters to represent rhyming couplets. The same letter indicates words which rhyme.
	Figurative language	When writers use words and sentences creatively to communicate more than their literal meaning.	Rule of 3	An unofficial rule which suggests things are more effective when they come in 3s.	simile	A way of comparing two things to one another using the words like or as.
	metaphor	A way of comparing two things to one another by saying one is the other.	personification	A way of comparing two things by giving a non-human noun human characteristics.		

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
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**Learning Journey 2:**  
**Purpose – ENTERTAIN**  
**Audience:** Teacher’s Choice  
**Viewpoint:** Children’s Choice 1st Person (switching perspectives)  
**Form:** Narrative  
**Text/Context driver:** The Light in Everything (Katya Balen)

Children should know that...

**Vocabulary, Grammar and Punctuation**  
Expanded Noun Phrases

- A phrase is a group of words which contains either a subject or a verb – not both. (Year 3)
- Expanded noun phrases modify a noun (giving the reader more information about it) (Year 3)
- A basic noun phrase adds a determiner to the noun. (Year 3)

The	boy
determiner	noun

- Determiners include: the, a, an, some, these, my etc. (Year 3)
- A basic expanded noun phrase adds one or more adjectives before the noun. (Year 3)

The	angry	boy
determiner	adjective	noun

- If there is more than one adjective, each adjective must be separated using a comma. (Year 3)

The	angry	,	little	boy
determiner	adjective		adjective	noun

- Adjectives should be listed in the following order: opinion, size, physical quality, shape, age, colour, origin, material, type, purpose. (Year 3)
- An expanded noun phrase may act as the subject of the sentence. A capital letter and full stop should only be used if the sentence is complete (i.e. a verb has been added after the expanded noun phrase). (Year 3)
- We should not use more than three adjectives within an expanded noun phrase. Often, less is more and all the adjectives we choose must be effective. (Year 3)
- Any adjectives within an expanded noun phrase should **not** be synonyms. They should each teach us something new about the noun they are modifying. (Year 3)
- Adjectives used in expanded noun phrases should tell us something interesting and new which the reader could not just work out about the noun. For example, you wouldn’t say the little mouse because most mice are little. Instead the brave mouse tells us something interesting and unique about the mouse. (Year 3)
- Noun phrases can also be expanded by adding modifying nouns. (Year 4)
- One way of adding a modifying noun is to use the word ‘with’. (e.g. the teacher with curly hair). (Year 4)
- Modifying nouns can also be expanded using the adjective rules we have already learned. (Year 4 Autumn 1)
- Noun phrases can also be expanded by adding modifying prepositional phrases. (e.g. the stool **in the corner**). (Year 4)
- The nouns within modifying prepositional phrases can also be expanded using the adjective rules we have already learned. (Year 4)
- Different types of expanded noun phrase will be most effective depending on the purpose and the information which is most important to communicate to a reader.

**Cohesion**

- An adverb is a word which describes a verb. It describes when, where, why or how something happened.
- Adverbs of time tell us when something happens (e.g. then, next, after that, later, earlier.) (Year 3)
- Adverbs can be placed after the verb in a sentence (e.g. He went next). (Year 3)
- Adverbs can also be placed at the front of the sentence. (Year 3)
- An adverb used at the start of a sentence is called a fronted adverbial. (Year 3)

Children should know how...

**Vocabulary, Grammar and Punctuation**  
Expanded Noun Phrases

- To select the type of expanded noun phrase most appropriate to their purpose.

**Cohesion**

- To create cohesion between and within their paragraphs by purposefully using adverbials of time.

**Learning Journey 2: Purpose – ENTERTAIN**  
Children should know when...

- A switch in narrator can be a powerful tool to tell a story effectively.
- To use an adverbial to create cohesion within a paragraph.
- To use an adverbial to create cohesion between paragraphs.
- To use specific types of expanded noun phrase, based on their purpose.

Children should know why...

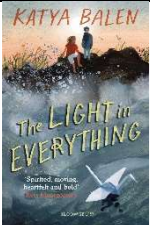
- It is important to create cohesion in writing.
- Not all types of expanded noun phrase are suited to the same purposes within a text.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
<ul style="list-style-type: none"> <li>• <i>Fronted adverbials are followed by a comma to separate them from the rest of the sentence. (e.g. Later, he went to the shop). (Year 3)</i></li> <li>• <i>Adverbs of manner tell us how something happened. (Year 3)</i></li> <li>• <i>These can be formed by adding -ly to an adjective. (e.g. happily) Many -ed words can also be used as adverbs of manner (e.g. exhausted). (Year 3)</i></li> <li>• <i>An adverbial phrase is a phrase which acts as an adverb. (Year 4)</i></li> <li>• <i>Adverbs/adverbials of place tell us where something happened. (Year 4)</i></li> <li>• <i>Adverbs/adverbials of cause tell us why something happened. (Year 4)</i></li> <li>• Adverbs/adverbials are a powerful and effective way of linking ideas between and within paragraphs. <ul style="list-style-type: none"> <li>○ Adverbials of time can make these links by showing the relationship between events in time.</li> </ul> </li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Features of a narrative <ul style="list-style-type: none"> <li>○ <i>Have clear characters who remain consistent throughout.</i></li> <li>○ <i>Use expanded noun phrases using carefully selected adjectives, modifying nouns and modifying prepositional phrases to describe settings and characters.</i></li> <li>○ <i>Have a clear plot (sequence of related events).</i></li> <li>○ <i>Use conjunctions to make the links between events, characters and settings explicit.</i></li> <li>○ <i>Remain in the same tense throughout.</i></li> <li>○ <i>Make careful choices of pronouns and adverbials for clarity and cohesion.</i></li> <li>○ <i>May include characters talking to one another to help create plot.</i></li> </ul> </li> <li>• Features of the specific form (1<sup>st</sup> person narrative) <ul style="list-style-type: none"> <li>○ <i>Are told from the point of view of a specific character (narrator)</i></li> <li>○ <i>Describe the events from their point of view – so can be quite emotional.</i></li> <li>○ <i>Focus on the settings and characters that the narrator can see.</i></li> <li>○ <i>Are written in the first person.</i></li> </ul> </li> <li>• Text shape: Boxing Clever</li> </ul>	<p><b>Composition</b></p> <p><i>Planning</i></p> <ul style="list-style-type: none"> <li>• To identify the audience and purpose of writing.</li> <li>• To select/use an appropriate form to achieve our purpose.</li> <li>• To use similar writing as a model for my own, including considering how author have developed character and setting in the wide range of literary experiences they have had.</li> <li>• To concisely note my initial ideas.</li> <li>• To read/research further to supplement my ideas.</li> <li>• To use a boxing clever structure to plan our writing.</li> </ul> <p><i>Drafting</i></p> <ul style="list-style-type: none"> <li>• To make purposeful selections of grammar and vocabulary to enhance meaning.</li> <li>• To create character, setting, plot and atmosphere.</li> <li>• To develop cohesion across and within paragraphs.</li> </ul> <p><i>Editing and Evaluating</i></p> <ul style="list-style-type: none"> <li>• To proof-read our writing for our year group’s non-negotiables.</li> <li>• To make changes to the language, grammar and structure of my own and others’ writing independently.</li> <li>• To identify two things we like about our own or another person’s writing, explaining why with reference to the reader.</li> <li>• To identify one specific thing we/another person could change in their writing to further enhance the impact on the reader.</li> </ul>	

Vocabulary	Determiner	A modifying word which specifies how many or which noun is being described. This is placed before the noun. (see Year 4 mapping for specification and definition of all types of determiner)	adjective	A word which describes a noun.	noun	A person, place or thing.
	phrase	A group of words that work together in a sentence but which only contain <b>either</b> : <ul style="list-style-type: none"> <li>• a subject but no verb</li> <li>• a verb but no subject</li> <li>• neither a subject nor a verb</li> </ul>	clause	A group of words that work together in a sentence and which only contain <b>both</b> : <ul style="list-style-type: none"> <li>• a subject</li> <li>• a verb</li> </ul>	Expanded noun phrase	A phrase where a noun is expanded with additional details. This can include determiners, adjectives, prepositional phrases and modifying adjectives.
	Modifying noun	An additional noun, often included within a short phrase, which is used within an expanded noun phrase to provide additional information about the noun. This is often introduced with the word ‘with’ – e.g. ‘the strict maths teacher <b>with curly hair</b>	preposition	A word which describes the relationships between a noun and another word in the sentence.	Prepositional phrase	A phrase which begins with a preposition and ends with a noun (e.g. on the table). This can be used to create more complex expanded noun phrases.

Substantive Knowledge			Disciplinary Knowledge			Conditional Knowledge
	Modifying prepositional phrase	A prepositional phrase used within an expanded noun phrase to modify the noun.	cohesion	Linking together the ideas within and across paragraphs to turn a text into a coherent whole.	adverbial	A phrase which acts as an adverb within the sentence.

<b>Substantive Knowledge</b>	<b>Disciplinary Knowledge</b>	<b>Conditional Knowledge</b>
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**Learning Journey 3:**  
**Purpose** – INFORM  
**Audience:** Children’s Choice  
**Viewpoint:** Agony Aunt  
**Form:** Advice Guide (explanation)  
**Text/context driver:** The Light in Everything (Katya Balen)

Children should know that...

**Vocabulary, Grammar and Punctuation**

*Using increasingly complex sentence structures*

- *The difference between a main and subordinate clause (Year 3)*
- *Sentences need capital letters to start them and full stops to end them. (KS1)*
- *Conjunction is the name for the words which join clauses within sentences. (Year 3)*
- *We join two main clauses using a special type of conjunction known as a ‘coordinating conjunction’ because they are of equal importance within the sentence. (Year 3)*
- *We can join a main clause to a subordinate clause using a subordinating conjunction.(Year 3)*
- *A subordinate clause always starts with the subordinating conjunction. (Year 3)*
- *When we join a main clause to a subordinate clause, we create a complex sentence. (Year 3)*
- *When the main clause comes first, the subordinating conjunction acts like ‘glue’ and we do not need to use a comma. (Year 3)*
- *When the main clause comes second and the sentence starts with the subordinating conjunction, we must put a comma between the main clause and subordinate clause to show the boundary between clauses. (Year 3)*
- The subordinating conjunctions and their meanings are:

Conjunction	Meaning	Example
If	The main clause will happen when the subordinate clause is true.	I will be angry <b>if</b> you take my lunch.
Since	a) The main clause has happened from the time the subordinate clause describes. b) The main clause is true because of the subordinate clause.	a) I have wanted to be a teacher <b>since</b> I was young. b) I am angry <b>since</b> you took my lunch.
Although	The main clause is surprising because the subordinate clause makes it unlikely.	I love cake <b>although</b> I know it is not good for me.
While	a) The main clause happens during the time the subordinate clause is happening. b) The subordinate clause contrasts two points of view. In this use, the subordinate clause tends to go first.	a) I have wanted to be a teacher <b>since</b> I was young. b) <b>While</b> I understand there is not a lot of time in the evenings, you must do your homework.
As	a) The subordinate clause and main clause happen at the same time. b) The main clause happens because of the subordinate clause.	a) I ate lunch <b>as</b> I sat in the hall. b) I ate lunch <b>as</b> I was hungry.
When	The main clause happens immediately following the subordinate clause.	I ate lunch <b>when</b> I got home.
After	The subordinate clause happens before the main clause.	I ate lunch <b>after</b> I got home.
Before	The subordinate clause happens after the main clause.	I ate lunch <b>before</b> I got home.
Until	The main clause stops happening when the subordinate clause is true.	I was nervous <b>until</b> I actually got onto the stage.
Because	The main clause happens as a result of the subordinate clause.	I ate lunch <b>because</b> I was hungry.

- A relative clause is a clause which gives more information about a noun.
  - A type of subordinate clause
  - Start with a relative pronoun rather than a subordinating conjunction.
  - Come directly after the noun they are referring to.
  - Might be at the end of a sentence or embedded in the middle of a sentence.
- The relative pronouns are:

Relative Pronoun	The person/type of thing being described.	Example
Who	A person or people	The girl, who was seven, played her ukulele.
Which	An object, place or animals.	The table, which hadn’t been cleaned in weeks, had been pushed into the corner.

Children should know how...

**Vocabulary, Grammar and Punctuation**

*Using increasingly complex sentence structures.*

- To use the relative pronouns who, which and that to add information to nouns.
- To position the relative clause within and at the end of a sentence.
- To use commas as parentheses when the relative clause is embedded within the sentence.

Children should know when...

- Extra information to describe the noun is so complex a relative clause may be more effective than an expanded noun phrase.
- To position the relative clause at the end of a sentence and when to position the relative clause within the sentence within parentheses.

Children should know why...

- Parenthesis and relative clauses are so commonly seen in more complex non-fiction writing.

Substantive Knowledge			Disciplinary Knowledge			Conditional Knowledge
That	An object, place or person	The dog, that was chasing a ball, barked.	<p><b>Composition</b></p> <ul style="list-style-type: none"> <li>To identify the audience and purpose of writing.</li> <li>To select/use an appropriate form to achieve our purpose.</li> <li>To use similar writing as a model for my own, including considering how author have developed character and setting in the wide range of literary experiences they have had.</li> <li>To concisely note my initial ideas.</li> <li>To read/research further to supplement my ideas.</li> <li>To use an explanation text shape to plan our writing.</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>To make purposeful selections of grammar and vocabulary to enhance meaning.</li> <li>To create character, setting, plot and atmosphere.</li> <li>To develop cohesion across and within paragraphs.</li> </ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>To proof-read our writing for our year group's non-negotiables.</li> <li>To make changes to the language, grammar and structure of my own and others' writing independently.</li> <li>To identify two things we like about our own or another person's writing, explaining why with reference to the reader.</li> <li>To identify one specific thing we/another person could change in their writing to further enhance the impact on the reader.</li> </ul> <p><b>Editing and Evaluating</b></p>			
When	A time	The moon, when it is early, looks bright and sharp.				
Where	A place	The heath, where I love to go, is beautiful.				
Whose	Possessive.	The boy, whose eyes are brown, is seven.				
<p>*Relative pronouns in grey have not yet been introduced.</p> <p>** Relative pronouns inside the black boxes are the focus of this learning journey.</p> <ul style="list-style-type: none"> <li>Parenthesis is when we add more information into a sentence (which could be removed and the sentence would still make sense).</li> <li>When we use parenthesis, we punctuate the clause with a special type of punctuation called parentheses.</li> <li>Parentheses go, in most cases, either side of the parenthesis.</li> <li>The three pieces of punctuation which can be used as parentheses are a pair of brackets, a pair of commas or a pair of dashes.</li> <li>When they are embedded within the sentence, relative clauses are a form of parenthesis. We usually use a pair of commas to show this. (e.g. The boy, who was seven, was angry with his sister.)</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>Features of explanation writing. Explanation writing is a complex subset of the purpose: inform, therefore many of the features are shared. <ul style="list-style-type: none"> <li>Organised into key sections</li> <li>May have a title and subheadings</li> <li>Use paragraphs to group related information.</li> <li>Use conjunctions to make the links between clauses explicit.</li> <li>Use expanded noun phrases to specify and describe.</li> <li>Use relative clauses and parenthesis to specify and describe.</li> <li>Use lists, with items separated by commas, to add detail.</li> <li>Often have a clear structure, with an introduction and an effective conclusion.</li> </ul> </li> <li>Explanation text shapes. <ul style="list-style-type: none"> <li>Process and cycle diagrams are useful for planning explanation writing, depending on the process you are trying to explain.</li> <li>Process structures are similar in many ways to procedural text shapes as they show a chronological relationship between steps.</li> <li>Cycle structures are useful when the end state begins a new cycle.</li> </ul> </li> </ul> <p style="text-align: center;"><b>Explanation text shapes</b></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p><b>Process</b></p> </div> <div style="text-align: center;"> <p><b>Cycle</b></p> </div> </div>						
Vocabulary	phrase	A group of words that work together in a sentence but which only contain <b>either</b> : <ul style="list-style-type: none"> <li>a subject but no verb</li> <li>a verb but no subject</li> <li>neither a subject nor a verb</li> </ul>	clause	A group of words that work together in a sentence and which only contain <b>both</b> : <ul style="list-style-type: none"> <li>a subject</li> <li>a verb</li> </ul>	Main clause	A clause that forms a complete thought. This means it will make sense when it is used as a sentence on its own.

Substantive Knowledge			Disciplinary Knowledge			Conditional Knowledge
	Subordinate clause	A clause that depends on the main clause to make sense. Subordinate clauses usually start with a subordinating conjunction.	Subordinating conjunction	A conjunction (word that joins two clauses) that joins a main and subordinate clause.	Complex sentence	A sentence where a main clause is joined to a subordinate clause.
	Relative pronoun	A type of pronoun used to add additional information to add detail to/specify a noun.	parenthesis	When we add more information into a sentence, which can be removed and the sentence would still make sense.	parentheses	The punctuation marks used to show parenthesis. These can be commas, dashes or brackets.
Enrichment & wider development						

Milestone LO

**Transcription**

*See separate handwriting and spelling mapping documents.*

**Vocabulary, Grammar and Punctuation**

*These milestones should be taught at the beginning of each writing unit using the Learn, Practice, Apply approach and then reinforced during the independent writing cycle.*

Direct Speech

- Use inverted commas and the other punctuation to punctuate direct speech.

Degrees of Possibility

- Use modal verbs to indicate degrees of possibility.
- Use adverbs to indicate degrees of possibility.

**Composition**

*These milestones should feature during every writing unit. Children's use of these strategies should increase in independence and sophistication as their experiences writing for purpose grow. See substantive and disciplinary knowledge for details of the new content to be covered in each learning journey.*

Planning

- Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Noting and developing initial ideas, drawing on reading and research where necessary.
- When writing narratives, consider how authors have developed the characters and settings in the texts they have read, listened to or see performed.

Drafting

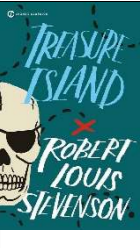
- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (see vocabulary, grammar and punctuation for details of new content).
- In narratives, describe settings, character and atmosphere.
- Precis longer passages.
- Use a wide range of devices to build cohesion within and across paragraphs (see vocabulary, grammar and punctuation for details of new content).

Editing and Evaluating

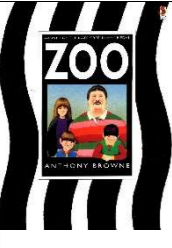
- Assess the effectiveness of their own and others' writing.
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Ensure the consistent and correct use of tense throughout a piece of writing.
- Ensure correct subject and verb agreement.
- Distinguish between the language of speech and writing, choosing the correct register.
- Proofread for spelling and punctuation errors.
- Perform their own compositions, using appropriate intonation, volume and movement so the meaning is clear.

*Revisit*

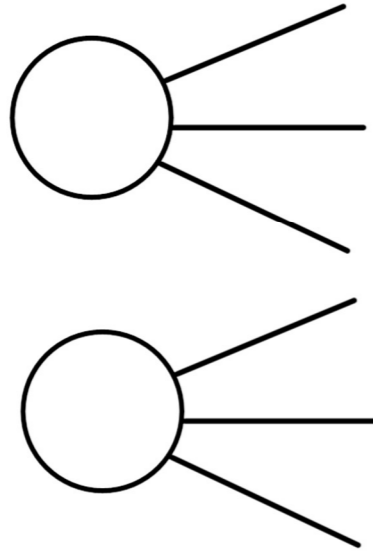
New knowledge.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
 <p><b>Learning Journey 1:</b>  <b>Purpose</b> – ENTERTAIN  <b>Audience:</b> Teacher’s Choice  <b>Viewpoint:</b> Children’s Choice. 3rd Person.  <b>Form:</b> Narrative  <b>Text/context driver:</b> Treasure Island (Robert Louis Stephenson)</p>		
<p>Children should know that...</p> <p><b><u>Vocabulary, Grammar and Punctuation</u></b>  <b><u>Direct Speech</u></b></p> <ul style="list-style-type: none"> <li>• <i>In narrative (and some non-narrative writing), writers often want to include characters talking to one another. This is called direct speech. (Year 3)</i></li> <li>• <i>Direct speech contains two parts: the reporting clause and the speech sentence. (Year 3)</i></li> <li>• <i>The speech sentence contains the words which are said aloud. (Year 3)</i></li> <li>• <i>The speech sentence is always surrounded by inverted commas. (“”)(Year 3)</i></li> <li>• <i>The reporting clause describes who is talking and how they are talking. (Year 3)</i></li> <li>• <i>The reporting clause is not surrounded by inverted commas. (Year 3)</i></li> <li>• <i>When a new character starts talking, writers start a new paragraph. (Year 3)</i></li> <li>• <i>When the reporting clause goes before the speech sentence, we need to separate the reporting clause and the speech sentence with a comma. (Year 3)</i></li> <li>• <i>The speech sentence always needs closing punctuation <b>inside</b> the inverted commas. (Year 4)</i> <ul style="list-style-type: none"> <li>○ <i>A speech sentence which is a question needs a ‘?’</i></li> <li>○ <i>A speech sentence which is an exclamation needs a ‘!’</i></li> <li>○ <i>A full stop is used for statements and commands when the speech sentence comes at the end of the sentence.</i></li> <li>○ <i>A comma is used when the speech sentence comes before the reporting clause.</i></li> </ul> </li> <li>• The reporting clause can be placed within the speech sentence/sentences. This is called split speech.</li> <li>• When punctuating split speech, ... <ul style="list-style-type: none"> <li>○ the first half of the speech sentence should have either a , ? or ! within the inverted commas.</li> <li>○ The reporting clause should begin with a lower case letter (unless it is a proper noun)</li> <li>○ There should be a comma after the reporting clause</li> <li>○ The second half of the speech sentence should start with a lower case letter (unless it is the start of a new sentence)</li> <li>○ The final half of the speech sentence should have either a ?, ! or . inside the inverted commas at the end.</li> </ul> </li> </ul> <p><b><u>Composition</u></b></p> <ul style="list-style-type: none"> <li>• Features of a narrative <ul style="list-style-type: none"> <li>○ <i>Have clear characters who remain consistent throughout.</i></li> <li>○ <i>Use expanded noun phrases using carefully selected adjectives, modifying nouns and modifying prepositional phrases to describe settings and characters.</i></li> <li>○ <i>Have a clear plot (sequence of related events).</i></li> <li>○ <i>Use conjunctions to make the links between events, characters and settings explicit.</i></li> <li>○ <i>Remain in the same tense throughout.</i></li> <li>○ <i>Make careful choices of pronouns and adverbials for clarity and cohesion.</i></li> <li>○ <i>May include characters talking to one another to help create plot.</i></li> </ul> </li> <li>• Features of the specific form (3<sup>rd</sup> person narrative) <ul style="list-style-type: none"> <li>○ <i>Are told by a narrator who is ‘outside of the action’</i></li> <li>○ <i>Have a wide view of settings, characters and events.</i></li> <li>○ <i>Are written in the third person.</i></li> </ul> </li> <li>• Text shape: Boxing Clever</li> </ul>	<p>Children should know how...</p> <p><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <ul style="list-style-type: none"> <li>• To punctuate all forms of direct speech accurately, including when the reporting clause is embedded within the speech sentence.</li> <li>• To make intentional choices about the structure of direct speech to use, depending on the impact they want to have on the reader.</li> </ul> <p><b><u>Composition</u></b>  <b><u>Planning</u></b></p> <ul style="list-style-type: none"> <li>• To identify the audience and purpose of writing.</li> <li>• To select/use an appropriate form to achieve our purpose.</li> <li>• To use similar writing as a model for my own, including considering how author have developed character and setting in the wide range of literary experiences they have had.</li> <li>• To concisely note my initial ideas.</li> <li>• To read/research further to supplement my ideas.</li> <li>• To use a boxing clever structure to plan our writing.</li> </ul> <p><b><u>Drafting</u></b></p> <ul style="list-style-type: none"> <li>• To make purposeful selections of grammar and vocabulary to enhance meaning.</li> <li>• To create character, setting, plot and atmosphere.</li> <li>• To develop cohesion across and within paragraphs.</li> </ul> <p><b><u>Editing and Evaluating</u></b></p>	<p>Children should know when...</p> <ul style="list-style-type: none"> <li>• To include direct speech in their writing (to create character or move the plot on)</li> <li>• To structure their speech in different ways depending on their purposes.</li> </ul> <p>Children should know why...</p> <ul style="list-style-type: none"> <li>• Writers often choose to interrupt speech using the reporting clause.</li> </ul>

Substantive Knowledge				Disciplinary Knowledge		Conditional Knowledge
				<ul style="list-style-type: none"> <li>To proof-read our writing for our year group's non-negotiables.</li> <li>To make changes to the language, grammar and structure of my own and others' writing independently.</li> <li>To identify two things we like about our own or another person's writing, explaining why with reference to the reader.</li> <li>To identify one specific thing we/another person could change in their writing to further enhance the impact on the reader.</li> </ul>		
Vocabulary	Direct speech	When two or more characters talk to one another.	Speech sentence	The words said by the character.	Reporting clause	The clause which describes the character who is speaking (e.g. he said).
	Inverted comma	The piece of punctuation used to mark a speech sentence. “ ”. These marks are written (like an apostrophe) in superscript either side of the speech sentence.	Closing punctuation	The punctuation mark selected to go at the end of a speech sentence. This is included before the closing inverted comma. There are specific rules about which punctuation marks are required here.	Split speech	When the reporting clause is placed within the middle of the speech sentence. This could be between two sentences or could be within a single sentence.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
 <p><b>Learning Journey 2:</b>  <b>Purpose – PERSUADE</b>  <b>Audience:</b> Teacher’s Choice  <b>Viewpoint:</b> Children’s Choice  <b>Form:</b> Speech  <b>Text/context driver:</b> A picture book with an emotive theme which appeals to the specific interests of the cohort. (e.g. Zoo, Anthony Browne)</p>		
<p>Children should know that...</p> <p><b><u>Vocabulary, Grammar and Punctuation</u></b>  <u>Degrees of Probability</u></p> <ul style="list-style-type: none"> <li>• Modal Verbs <ul style="list-style-type: none"> <li>○ Modal verbs are a type of auxiliary verb (a verb that supports other verbs within the sentence).</li> <li>○ Modal verbs indicate the possibility or necessity of their paired verb.</li> <li>○ Modal verbs include can/could, may/might, will/would, shall/should, must.</li> <li>○ Modal verbs differ in the degree of certainty they communicate. Writers make careful choices of modal verbs when they are writing to indicate degrees of certainty clearly.</li> </ul> </li> <li>• Adverbials of probability <ul style="list-style-type: none"> <li>○ Some adverbs/adverbials are used to indicate possibility/necessity.</li> <li>○ These have a similar function to modal verbs within a sentence.</li> <li>○ Some adverbs of probability tend to come at the beginning of a clause (e.g. perhaps; maybe).</li> <li>○ Others (e.g. certainly, definitely, possibly, probably, clearly) are more commonly seen <ul style="list-style-type: none"> <li>▪ before the main verb (e.g. He is certainly coming to the party.)</li> <li>▪ after the simple present/simple past form of <i>to be</i>. (They are certainly angry.)</li> <li>▪ These adverbials can also be used as a fronted adverbial at the start of the sentence (e.g. Certainly, they are angry.)</li> </ul> </li> </ul> </li> </ul> <p><b><u>Composition</u></b></p> <ul style="list-style-type: none"> <li>• Features of persuasive writing <ul style="list-style-type: none"> <li>○ <i>Use 2<sup>nd</sup> person and direct address to help ensure the reader is fully invested in the writing.</i></li> <li>○ <i>Use carefully planned repetition to draw a reader’s attention to key points.</i></li> <li>○ <i>Use facts and statistics to reinforce and argument.</i></li> <li>○ <i>Use emotive vocabulary choices, including within expanded noun phrases, to reinforce the argument. These could be positive or negative depending on the nature of the persuasion.</i></li> <li>○ <i>Use rhetorical questions to help make it harder for the reader to disagree with the writer’s point of view.</i></li> <li>○ <i>Use imperative verbs to help make the reader’s next actions clear to them.</i></li> <li>○ Use modal verbs and adverbials of probability to indicate possibility/necessity.</li> </ul> </li> <li>• Persuasion text shape.</li> </ul>	<p>Children should know how...</p> <p><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <ul style="list-style-type: none"> <li>• To use modal verbs purposefully within their writing to indicate certainty or necessity.</li> <li>• To use a range of adverbials of probability purposefully within their writing to indicate certainty or necessity.</li> <li>• To make choices about where to position the adverbials within their sentence, based on the purpose of their writing.</li> </ul> <p><b><u>Composition</u></b>  <u>Planning</u></p> <ul style="list-style-type: none"> <li>• To identify the audience and purpose of writing.</li> <li>• To select/use an appropriate form to achieve our purpose.</li> <li>• To use similar writing as a model for my own, including considering how author have developed character and setting in the wide range of literary experiences they have had.</li> <li>• To concisely note my initial ideas.</li> <li>• To read/research further to supplement my ideas.</li> <li>• To use a persuasion text shape to plan our writing.</li> </ul> <p><u>Drafting</u></p> <ul style="list-style-type: none"> <li>• To make purposeful selections of grammar and vocabulary to enhance meaning.</li> <li>• To create character, setting, plot and atmosphere.</li> <li>• To develop cohesion across and within paragraphs.</li> </ul> <p><u>Editing and Evaluating</u></p> <ul style="list-style-type: none"> <li>• To proof-read our writing for our year group’s non-negotiables.</li> <li>• To make changes to the language, grammar and structure of my own and others’ writing independently.</li> <li>• To identify two things we like about our own or another person’s writing, explaining why with reference to the reader.</li> <li>• To identify one specific thing we/another person could change in their writing to further enhance the impact on the reader.</li> </ul>	<p>Children should know when...</p> <ul style="list-style-type: none"> <li>• Using a language structure which communicates certainty can be persuasive.</li> </ul> <p>Children should know why...</p> <ul style="list-style-type: none"> <li>• Persuasive writing is commonly full of language structures which convey high levels of certainty.</li> </ul>

## Persuasion text shape



- Key points/arguments are jotted inside the bubbles.
- Each spoke is used to identify a piece of evidence in support of that main point/argument.
- Each bubble/spoke structure represents a single paragraph in the piece of writing (not including the introduction/conclusion if one will be written).

Vocabulary	verb	Show an action or state of being.	Auxiliary verb	A verb that supports other verbs within the sentence.	Modal verb	A type of auxiliary verb which indicate the possibility or necessity of the verb it is paired with.
	Degrees of certainty	How certain something is to happen.	clause	A group of words that work together in a sentence and which only contain <b>both</b> : <ul style="list-style-type: none"> <li>• a subject</li> <li>• a verb</li> </ul>	adverb	A word which describes a verb.
	Adverbial	A phrase which acts as an adverb within the sentence.				
Enrichment & wider development						

## Spring 1

### Year 5 Spring 1

#### Milestone LO

##### **Transcription**

*See separate handwriting and spelling mapping documents.*

##### **Vocabulary, Grammar and Punctuation**

*These milestones should be taught at the beginning of each writing unit using the Learn, Practice, Apply approach and then reinforced during the independent writing cycle.*

##### Direct Speech

- Use dialogue to create character.

##### Figurative Language

- Use personification effectively.

##### Formality

- Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing (contracted forms in informal; expanded forms in formal)

##### Listing

- Use consistent punctuation of bullet points to list information.

##### Organisational Features

- Use a range of layout devices (captions to describe images)

##### **Composition**

*These milestones should feature during every writing unit. Children's use of these strategies should increase in independence and sophistication as their experiences writing for purpose grow. See substantive and disciplinary knowledge for details of the new content to be covered in each learning journey.*

##### *Planning*

- Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Noting and developing initial ideas, drawing on reading and research where necessary.
- When writing narratives, consider how authors have developed the characters and settings in the texts they have read, listened to or see performed.

##### *Drafting*

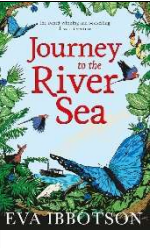
- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (see vocabulary, grammar and punctuation for details of new content).
- In narratives, describe settings, character and atmosphere.
- Precis longer passages.
- Use a wide range of devices to build cohesion within and across paragraphs (see vocabulary, grammar and punctuation for details of new content).

##### *Editing and Evaluating*

- Assess the effectiveness of their own and others' writing.
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Ensure the consistent and correct use of tense throughout a piece of writing.
- Ensure correct subject and verb agreement.
- Distinguish between the language of speech and writing, choosing the correct register.
- Proofread for spelling and punctuation errors.
- Perform their own compositions, using appropriate intonation, volume and movement so the meaning is clear.

##### *Revisit*

New knowledge.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
 <p><b>Learning Journey 1:</b>  <b>Purpose</b> – ENTERTAIN  <b>Audience:</b> Teacher’s Choice  <b>Viewpoint:</b> Children’s Choice. 1<sup>st</sup> Person.  <b>Form:</b> Narrative  <b>Text/context driver:</b> Journey to the River Sea (Eva Ibbotson)</p>		
<p>Children should know that...</p> <p><b><u>Vocabulary, Grammar and Punctuation</u></b>  <u>Direct Speech</u></p> <ul style="list-style-type: none"> <li>• <i>In narrative (and some non-narrative writing), writers often want to include characters talking to one another. This is called direct speech. (Year 3)</i></li> <li>• <i>Direct speech contains two parts: the reporting clause and the speech sentence. (Year 3)</i></li> <li>• <i>The speech sentence contains the words which are said aloud. (Year 3)</i></li> <li>• <i>The speech sentence is always surrounded by inverted commas. (“”)(Year 3)</i></li> <li>• <i>The reporting clause describes who is talking and how they are talking. (Year 3)</i></li> <li>• <i>The reporting clause is not surrounded by inverted commas. (Year 3)</i></li> <li>• <i>When a new character starts talking, writers start a new paragraph. (Year 3)</i></li> <li>• <i>When the reporting clause goes before the speech sentence, we need to separate the reporting clause and the speech sentence with a comma. (Year 3)</i></li> <li>• <i>The speech sentence always needs closing punctuation <b>inside</b> the inverted commas. (Year 4)</i> <ul style="list-style-type: none"> <li>○ <i>A speech sentence which is a question needs a ‘?’</i></li> <li>○ <i>A speech sentence which is an exclamation needs a ‘!’</i></li> <li>○ <i>A full stop is used for statements and commands when the speech sentence comes at the end of the sentence.</i></li> <li>○ <i>A comma is used when the speech sentence comes before the reporting clause.</i></li> </ul> </li> <li>• <i>The reporting clause can be placed within the speech sentence/sentences. This is called split speech. (Year 5 Autumn 2)</i></li> <li>• <i>When punctuating split speech, ... (Year 5 Autumn 2)</i> <ul style="list-style-type: none"> <li>○ <i>the first half of the speech sentence should have either a , ? or ! within the inverted commas.</i></li> <li>○ <i>The reporting clause should begin with a lower case letter (unless it is a proper noun)</i></li> <li>○ <i>There should be a comma after the reporting clause</i></li> <li>○ <i>The second half of the speech sentence should start with a lower case letter (unless it is the start of a new sentence)</i></li> <li>○ <i>The final half of the speech sentence should have either a ?, ! or . inside the inverted commas at the end.</i></li> </ul> </li> <li>• The way a character talks can help us to visualise them clearly. This is another form of character description.</li> <li>• Effectively used direct speech can help communicate a range of different character personalities, including. <ul style="list-style-type: none"> <li>○ It can show imbalances of power (e.g. a character who dominates the conversation or who is always agreed with is likely to have the most power).</li> <li>○ The formality of a character’s language can show us their economical or social status.</li> <li>○ Words can be deliberately contracted (where they would not normally be) or mis-spelled to indicate a character’s accent.</li> <li>○ A change in the way a character talks over time can show how their character develops/evolves over time.</li> </ul> </li> </ul> <p><u>Figurative Language</u></p> <ul style="list-style-type: none"> <li>• <i>Figurative language is where a writer uses words and sentences creatively to communicate more than their literal meaning. (Year 4 Spring 2)</i></li> </ul>	<p>Children should know how...</p> <p><b><u>Vocabulary, Grammar and Punctuation</u></b>  <u>Direct Speech</u></p> <ul style="list-style-type: none"> <li>• To use direct speech to create character.</li> </ul> <p><u>Figurative Language</u></p> <ul style="list-style-type: none"> <li>• To use a range of figurative language techniques effectively to create atmosphere.</li> </ul>	<p>Children should know when...</p> <ul style="list-style-type: none"> <li>• To use direct speech to convey something about a character.</li> <li>• Deliberate mis-spelling of the speech sentence may be appropriate to convey something specific about their character.</li> <li>• To use figurative language techniques to create atmosphere.</li> </ul> <p>Children should know why...</p> <ul style="list-style-type: none"> <li>• Direct speech should only over be used purposefully.</li> <li>• Figurative language is especially useful when describing something that the reader is unlikely to have lived experience of.</li> </ul>

- *The rule of 3 is an unofficial 'rule' in English, which suggests things are most effective when they come in threes because they are manageable for the reader and they are memorable. For example... (Year 4 Spring 2)*
  - *This can apply to characters and other story structures (e.g. the three little pigs, goldilocks and the three bears)*
  - *This can apply to adjectives in a list.*
  - *This can apply to short sentences used for effect.*
- *Onomatopoeia is a word which sounds like what it means. (Year 4)*
  - *Bring stories and poems to life for the reader.*
  - *Can add humour, because onomatopoeic words often sound strange, silly and fun to say.*
- *Similes are a way of comparing two things to help describe by saying things are similar to one another. (Year 4)*
  - *Similes use the words like or as to do this.*
  - *A simile can help the reader to visualise something clearly without needing to use a lot of adjectives.*
  - *Similes can also be used to elicit powerful emotions, as the writer can choose to make the reader think of something which is associated with strong emotions or memories in the reader.*
- *Metaphor is a way of comparing one thing to another by saying one thing is the other. (Year 5 Autumn 1)*
  - *Metaphors are a stronger form of comparison so are usually used for dramatic effect.*
  - *Sometimes, metaphors can be used across longer pieces of writing for dramatic effect.*
- *Personification is where we give something non-human human characteristics. This can make it easier for a reader to visualise the object/scene and can help to create atmosphere. This includes*
  - *Describing objects as if they are people.*
  - *Describing objects as if they have feelings.*

#### **Composition**

- **Features of a narrative**
  - *Have clear characters who remain consistent throughout.*
  - *Use expanded noun phrases using carefully selected adjectives, modifying nouns and modifying prepositional phrases to describe settings and characters.*
  - *Have a clear plot (sequence of related events).*
  - *Use conjunctions to make the links between events, characters and settings explicit.*
  - *Remain in the same tense throughout.*
  - *Make careful choices of pronouns and adverbials for clarity and cohesion.*
  - *May include characters talking to one another to help create plot and character*
  - *Are likely to use figurative language to create atmosphere. .*
- **Features of the specific form (1<sup>st</sup> person narrative)**
  - *Are told from the point of view of a specific character (narrator)*
  - *Describe the events from their point of view – so can be quite emotional.*
  - *Focus on the settings and characters that the narrator can see.*
  - *Are written in the first person.*
- **Text shape: Boxing Clever**

#### **Composition**

##### *Planning*

- To identify the audience and purpose of writing.
- To select/use an appropriate form to achieve our purpose.
- To use similar writing as a model for my own, including considering how author have developed character and setting in the wide range of literary experiences they have had.
- To concisely note my initial ideas.
- To read/research further to supplement my ideas.
- To use a boxing clever structure to plan our writing.

##### *Drafting*

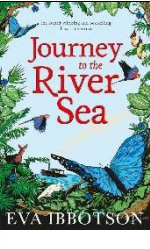
- To make purposeful selections of grammar and vocabulary to enhance meaning.
- To create character, setting, plot and atmosphere.
- To develop cohesion across and within paragraphs.

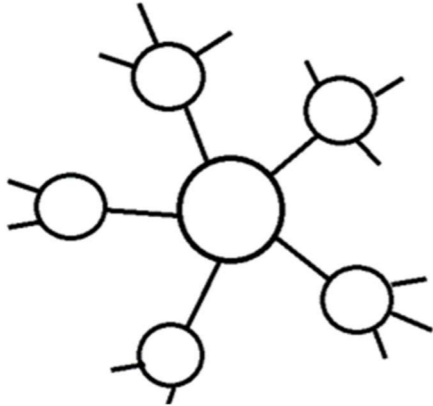
##### *Editing and Evaluating*

- To proof-read our writing for our year group's non-negotiables.
- To make changes to the language, grammar and structure of my own and others' writing independently.
- To identify two things we like about our own or another person's writing, explaining why with reference to the reader.
- To identify one specific thing we/another person could change in their writing to further enhance the impact on the reader.

Vocabulary	Direct speech	When two or more characters talk to one another.	Speech sentence	The words said by the character.	Reporting clause	The clause which describes the character who is speaking (e.g. he said).
	Inverted comma	The piece of punctuation used to mark a speech sentence. “ ”. These marks are written (like an apostrophe) in superscript either side of the speech sentence.	Closing punctuation	The punctuation mark selected to go at the end of a speech sentence. This is included before the closing inverted	Split speech	When the reporting clause is placed within the middle of the speech sentence. This could be between two sentences or could be within a single sentence.

				comma. There are specific rules about which punctuation marks are required here.		
	formality	The tone of a piece of writing, influenced by whether the writer knows the reader well or not, and the purpose for which they are writing.	contraction	A form of abbreviation where words two or more words are combined by removing certain letters. The letters which are removed are shown with an apostrophe.	accent	The way a person speaks, influenced by the geographical region they have grown up/live in and their economic and social status.
	Figurative language	When writers use words and sentences creatively to communicate more than their literal meaning.	Rule of 3	An unofficial rule which suggests things are more effective when they come in 3s.	simile	A way of comparing two things to one another using the words like or as.
	metaphor	A way of comparing two things to one another by saying one is the other.	personification	A way of comparing two things by giving a non-human noun human characteristics.	atmosphere	An aspect of setting description, which describes how the place makes the reader feel.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
 <p><b>Learning Journey 2:</b>  <b>Purpose</b> – INFORM  <b>Audience:</b> Children’s Choice  <b>Viewpoint:</b> Scientist  <b>Form:</b> Scientific survey report (of a newly discovered Amazon creature)  <b>Text:</b> Journey to the River Sea (Eva Abbottsen); David Attenborough documentaries.</p>		
<p>Children should know that...</p> <p><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <p><b><u>Formality</u></b></p> <ul style="list-style-type: none"> <li>• The formality of a text affects the voice and tone a writer has to use.</li> <li>• Writing (and speech) can be either formal or informal. Formal writing has a serious, unemotional and impersonal tone. Informal writing is more ‘chatty’.</li> <li>• Features of formal writing <ul style="list-style-type: none"> <li>○ Does not use the contracted forms of words (e.g. they’d). Instead, words are written in their expanded form (e.g. they had)</li> </ul> </li> <li>• Features of informal writing <ul style="list-style-type: none"> <li>○ Uses contracted forms of words (e.g. they’d).</li> </ul> </li> </ul> <p><b><u>Listing</u></b></p> <ul style="list-style-type: none"> <li>• <i>Adjectives should be listed in the following order: opinion, size, physical quality, shape, age, colour, origin, material, type, purpose. (Year 3 Autumn 1)</i></li> <li>• <i>A list is a series of words, phrases or names that have been grouped together for a reason. (Year 3)</i></li> <li>• <i>When we write a list within a sentence, we need to show that the items in the list are separate. (Year 3)</i> <ul style="list-style-type: none"> <li>○ <i>The final item of the list is separated from the rest using the word ‘and’ or ‘or’ before it.</i></li> <li>○ <i>The other items in the list are separated from each other using commas.</i></li> </ul> </li> <li>• We can also use bullet points to write lists vertically. This is common in some forms of non-fiction writing.</li> <li>• Bullet pointed lists are used to break up complex information and make it easier to read.</li> <li>• Punctuating a bullet pointed list <ul style="list-style-type: none"> <li>○ Bullet pointed lists must always be introduced using a stem</li> <li>○ The end of every line of a bullet pointed list should be punctuated the same. <ul style="list-style-type: none"> <li>▪ Simple items should have no punctuation at the end</li> <li>▪ Full sentence bullet points should end in a full stop.</li> </ul> </li> <li>○ The word ‘and’ is not used in a bullet pointed list.</li> </ul> </li> </ul> <p><b><u>Organisational Features</u></b></p> <ul style="list-style-type: none"> <li>• <i>In non-fiction writing, writers often give their text a ‘title’ which tells the reader what it is about. This is called a heading. (Year 3)</i></li> <li>• <i>In non-fiction writing, writers often give their paragraph ‘mini-titles’ which help the reader to find information quickly by telling them exactly what is found in each paragraph. These are called subheadings. (Year 3)</i></li> <li>• <i>We make our headings and subheadings clear by showing they are different to the rest of our writing, for example by underlining them. (Year 3)</i></li> <li>• When a writer includes an image in their writing, they will provide a ‘caption’ underneath. A caption is a short sentence which describes what is in the image.</li> </ul>	<p>Children should know how...</p> <p><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <p><b><u>Formality</u></b></p> <ul style="list-style-type: none"> <li>• To make appropriate choices about whether to use contracted or non-contracted forms to indicate the formality of the writing.</li> </ul> <p><b><u>Listing</u></b></p> <ul style="list-style-type: none"> <li>• To use a consistently punctuated bullet pointed list.</li> </ul> <p><b><u>Organisational Features</u></b></p> <ul style="list-style-type: none"> <li>• To include a caption with images to explain what they are showing.</li> </ul>	<p>Children should know when...</p> <ul style="list-style-type: none"> <li>• To use contracted forms based on the formality of their writing.</li> <li>• To format their lists as bullet points to make the information more easy for readers to digest.</li> <li>• To provide a caption alongside the images they include.</li> </ul> <p>Children should know why...</p> <ul style="list-style-type: none"> <li>• The formality of a piece of writing changes the language structures writers use.</li> <li>• Non-chronological information texts often use a range of presentational devices.</li> <li>• Pictures are often accompanied by captions, especially in more complex texts.</li> </ul>

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
<p><b>Composition</b></p> <ul style="list-style-type: none"> <li>Features of information writing <ul style="list-style-type: none"> <li>Organised into key sections</li> <li>May have a title and subheadings</li> <li>Use paragraphs to group related information.</li> <li>Use conjunctions to make the links between clauses explicit.</li> <li>Use expanded noun phrases to specify and describe.</li> <li>Use relative clauses and parenthesis to specify and describe.</li> <li>Use lists, with items separated by commas, to add detail.</li> <li>May format some lists using bullet points to make information easier for the reader to see.</li> </ul> </li> <li>Features of the specific form (non-chronological information text) <ul style="list-style-type: none"> <li>Non-chronological</li> <li>Often include pictures and diagrams.</li> <li>Written in third person.</li> </ul> </li> <li>Text shape. <ul style="list-style-type: none"> <li>A mind map is a useful structure for planning non chronological information texts:</li> </ul> </li> </ul> <p style="text-align: center;"><b>Non-chronological information text shape</b></p>  <ul style="list-style-type: none"> <li>The title is recorded in the central circle.</li> <li>Individual subheadings are recorded in the outer circles.</li> <li>Words/phrases/ideas to be included within each paragraph are written as 'spokes' on the outer circles.</li> </ul>	<p><b>Composition</b></p> <p><i>Planning</i></p> <ul style="list-style-type: none"> <li>To identify the audience and purpose of writing.</li> <li>To select/use an appropriate form to achieve our purpose.</li> <li>To use similar writing as a model for my own, including considering how author have developed character and setting in the wide range of literary experiences they have had.</li> <li>To concisely note my initial ideas.</li> <li>To read/research further to supplement my ideas.</li> <li>To use a non-chronological information text shape to plan our writing.</li> </ul> <p><i>Drafting</i></p> <ul style="list-style-type: none"> <li>To make purposeful selections of grammar and vocabulary to enhance meaning.</li> <li>To create character, setting, plot and atmosphere.</li> <li>To develop cohesion across and within paragraphs.</li> </ul> <p><i>Editing and Evaluating</i></p> <ul style="list-style-type: none"> <li>To proof-read our writing for our year group's non-negotiables.</li> <li>To make changes to the language, grammar and structure of my own and others' writing independently.</li> <li>To identify two things we like about our own or another person's writing, explaining why with reference to the reader.</li> <li>To identify one specific thing we/another person could change in their writing to further enhance the impact on the reader.</li> </ul>	

Vocabulary	formality	The tone of a piece of writing, influenced by whether the writer knows the reader well or not, and the purpose for which they are writing.	contraction	A form of abbreviation where words two or more words are combined by removing certain letters. The letters which are removed are shown with an apostrophe.	Contracted form	The contraction of two or more words using an apostrophe (e.g. isn't).
	Expanded form	The original words which were used to create a contraction (e.g. is not).	list	A way of communicating a group of pieces of related information (for example names, types of animals, events) concisely.	Bullet pointed list	A way of presenting a list vertically, using a dot or other simple symbol at the start of each item.
	stem	The phrase or clause used to introduce a list.	heading	A word or group of words written in large font to show the reader what a text is about. Title- narrative Heading – non-narrative	subheading	A 'mini-heading' given to an individual paragraph or group of paragraphs. Used to help guide the reader's attention quickly to a specific part of the text.
	caption	A short phrase or sentence placed next to (usually underneath) an image, which tells the reader what the picture is showing.				
Enrichment & wider development						

## Spring 2

### Year 5 Spring 2

#### Milestone LO

##### **Transcription**

*See separate handwriting and spelling mapping documents.*

##### **Vocabulary, Grammar and Punctuation**

*These milestones should be taught at the beginning of each writing unit using the Learn, Practice, Apply approach and then reinforced during the independent writing cycle.*

##### Cohesion

- Use adverbials of place to create cohesion within and between paragraphs

##### Using increasingly complex sentence structures

- Use the relative pronouns where and when to modify nouns.
- Use commas to show parenthesis.

##### Listing

- Use a colon to introduce a list.

##### Organisational and Presentational Features

- Use other layout devices to structure text.

##### **Composition**

*These milestones should feature during every writing unit. Children's use of these strategies should increase in independence and sophistication as their experiences writing for purpose grow. See substantive and disciplinary knowledge for details of the new content to be covered in each learning journey.*

##### *Planning*

- Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Noting and developing initial ideas, drawing on reading and research where necessary.
- When writing narratives, consider how authors have developed the characters and settings in the texts they have read, listened to or see performed.

##### *Drafting*

- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (see vocabulary, grammar and punctuation for details of new content).
- In narratives, describe settings, character and atmosphere.
- Precise longer passages.
- Use a wide range of devices to build cohesion within and across paragraphs (see vocabulary, grammar and punctuation for details of new content).

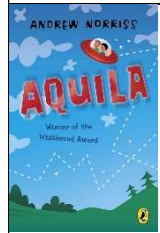
##### *Editing and Evaluating*

- Assess the effectiveness of their own and others' writing.
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Ensure the consistent and correct use of tense throughout a piece of writing.
- Ensure correct subject and verb agreement.
- Distinguish between the language of speech and writing, choosing the correct register.
- Proofread for spelling and punctuation errors.
- Perform their own compositions, using appropriate intonation, volume and movement so the meaning is clear.

##### *Revisit*

New knowledge.

<b>Substantive Knowledge</b>	<b>Disciplinary Knowledge</b>	<b>Conditional Knowledge</b>
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**Learning Journey 1:**  
**Purpose** – ENTERTAIN  
**Audience:** Children’s Choice  
**Viewpoint:** Teacher’s Choice.  
**Form:** Narrative  
**Text/context driver:** Aquila (Andrew Norris)

Children should know that...

**Vocabulary, Grammar and Punctuation**

Cohesion

- An adverb is a word which describes a verb. It describes when, where, why or how something happened.
- Adverbs of time tell us when something happens (e.g. then, next, after that, later, earlier.) (Year 3)
- Adverbs can be placed after the verb in a sentence (e.g. He went next). (Year 3)
- Adverbs can also be placed at the front of the sentence. (Year 3)
- An adverb used at the start of a sentence is called a fronted adverbial. (Year 3)
- Fronted adverbials are followed by a comma to separate them from the rest of the sentence. (e.g. Later, he went to the shop). (Year 3)
- Adverbs of manner tell us how something happened. (Year 3)
- These can be formed by adding -ly to an adjective. (e.g. happily) Many -ed words can also be used as adverbs of manner (e.g. exhausted). (Year 3)
- An adverbial phrase is a phrase which acts as an adverb. (Year 4)
- Adverbs/adverbials of place tell us where something happened. (Year 4)
- Adverbs/adverbials of cause tell us why something happened. (Year 4)
- Adverbs/adverbials are a powerful and effective way of linking ideas between and within paragraphs. (Year 5 Autumn 1)
- Adverbials of time can make these links by showing the relationship between events in time. (Year 5 Autumn 1)
- Adverbials of place can make these links by showing the relationship between places within a narrative or non-fiction text.

Using increasingly complex sentence structures

- A relative clause is a clause which gives more information about a noun. (Year 5 Autumn 1)
  - A type of subordinate clause
  - Start with a relative pronoun rather than a subordinating conjunction.
  - Come directly after the noun they are referring to.
  - Might be at the end of a sentence or embedded in the middle of a sentence.
- The relative pronouns are: (Year 5 Autumn 1)

Relative Pronoun	The person/type of thing being described.	Example
Who	A person or people	The girl, who was seven, played her ukulele.
Which	An object, place or animals.	The table, which hadn’t been cleaned in weeks, had been pushed into the corner.
That	An object, place or person	The dog, that was chasing a ball, barked.
When	A time	The moon, when it is early, looks bright and sharp.
Where	A place	The heath, where I love to go, is beautiful.
Whose	Possessive.	The boy, whose eyes are brown, is seven.

\*Relative pronouns in grey have not yet been introduced.

\*\* Relative pronouns inside the black boxes are the focus of this learning journey.

dw

- Parenthesis is when we add more information into a sentence (which could be removed and the sentence would still make sense). (Year 5 Autumn 1)
- When we use parenthesis, we punctuate the clause with a special type of punctuation called parentheses.

Children should know how...

**Vocabulary, Grammar and Punctuation**

Cohesion

- Use adverbials of place to make links between and within paragraphs (creating cohesion)
- Use adverbials of place at different points within the sentence for effect.

Using increasingly complex sentence structures

- To apply their knowledge of the relative pronouns which, who and that to narrative writing, using them to specify a noun.
- To use the relative pronoun ‘whose’ to describe something that belongs to that noun.

Children should know when...

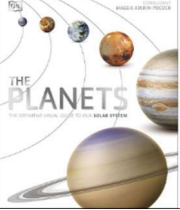
- To use different adverbials to create cohesion within their writing.
- To place an adverbial in a particular position within their sentence.
- The relative pronoun ‘whose’ is a useful way of expanding on a noun.

Children should know why...

- Writers use a wide range of sentence structures within their writing.
- It is important for our writing to be cohesive, both within and between paragraphs.

Substantive Knowledge		Disciplinary Knowledge		Conditional Knowledge		
<ul style="list-style-type: none"> <li>• <i>Parentheses go, in most cases, either side of the parenthesis. (Year 5 Autumn 1)</i></li> <li>• <i>The three pieces of punctuation which can be used as parentheses are a pair of brackets, a pair of commas or a pair of dashes. (Year 5 Autumn 1)</i></li> <li>• <i>When they are embedded within the sentence, relative clauses are a form of parenthesis. We usually use a pair of commas to show this. (e.g. The boy, who was seven, was angry with his sister.) (Year 5 Autumn 1)</i></li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Features of a narrative <ul style="list-style-type: none"> <li>○ <i>Have clear characters who remain consistent throughout.</i></li> <li>○ <i>Use expanded noun phrases using carefully selected adjectives, modifying nouns and modifying prepositional phrases to describe settings and characters.</i></li> <li>○ <i>Have a clear plot (sequence of related events).</i></li> <li>○ <i>Use conjunctions to make the links between events, characters and settings explicit.</i></li> <li>○ <i>Remain in the same tense throughout.</i></li> <li>○ <i>Make careful choices of pronouns and adverbials for clarity and cohesion.</i></li> <li>○ <i>May include characters talking to one another to help create plot.</i></li> </ul> </li> <li>• Features of the specific form (1<sup>st</sup> person narrative) <ul style="list-style-type: none"> <li>○ <i>Are told from the point of view of a specific character (narrator)</i></li> <li>○ <i>Describe the events from their point of view – so can be quite emotional.</i></li> <li>○ <i>Focus on the settings and characters that the narrator can see.</i></li> <li>○ <i>Are written in the first person.</i></li> </ul> </li> <li>• Features of the specific form (3<sup>rd</sup> person narrative) <ul style="list-style-type: none"> <li>○ <i>Are told by a narrator who is ‘outside of the action’</i></li> <li>○ <i>Have a wide view of settings, characters and events.</i></li> <li>○ <i>Are written in the third person.</i></li> </ul> </li> <li>• Text shape: Boxing Clever</li> </ul>		<p><b>Composition</b></p> <p><i>Planning</i></p> <ul style="list-style-type: none"> <li>• To identify the audience and purpose of writing.</li> <li>• To select/use an appropriate form to achieve our purpose.</li> <li>• To use similar writing as a model for my own, including considering how author have developed character and setting in the wide range of literary experiences they have had.</li> <li>• To concisely note my initial ideas.</li> <li>• To read/research further to supplement my ideas.</li> <li>• To use a boxing clever structure to plan our writing.</li> </ul> <p><i>Drafting</i></p> <ul style="list-style-type: none"> <li>• To make purposeful selections of grammar and vocabulary to enhance meaning.</li> <li>• To create character, setting, plot and atmosphere.</li> <li>• To develop cohesion across and within paragraphs.</li> </ul> <p><i>Editing and Evaluating</i></p> <ul style="list-style-type: none"> <li>• To proof-read our writing for our year group’s non-negotiables.</li> <li>• To make changes to the language, grammar and structure of my own and others’ writing independently.</li> <li>• To identify two things we like about our own or another person’s writing, explaining why with reference to the reader.</li> <li>• To identify one specific thing we/another person could change in their writing to further enhance the impact on the reader.</li> </ul>				
Vocabulary	cohesion	Linking together the ideas within and across paragraphs to turn a text into a coherent whole.	adverbial	A phrase which acts as an adverb within the sentence.	relative pronoun	A type of pronoun used to add additional information to add detail to/specify a noun.

<b>Substantive Knowledge</b>	<b>Disciplinary Knowledge</b>	<b>Conditional Knowledge</b>
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**Learning Journey 2:**  
**Purpose – INFORM**  
**Audience:** Children’s Choice.  
**Viewpoint:** Space Explorer.  
**Form:** Non-Chronological Report  
**Text/context driver:** The Planets: the definitive guide to our solar system (Maggie Aderin-Pocock)

Children should know that...

**Vocabulary, Grammar and Punctuation**  
*Using increasingly complex sentence structures*

- A relative clause is a clause which gives more information about a noun. (Year 5 Autumn 1)
  - A type of subordinate clause
  - Start with a relative pronoun rather than a subordinating conjunction.
  - Come directly after the noun they are referring to.
  - Might be at the end of a sentence or embedded in the middle of a sentence.
- The relative pronouns are: (Year 5 Autumn 1)

Relative Pronoun	The person/type of thing being described.	Example
<i>Who</i>	<i>A person or people</i>	<i>The girl, who was seven, played her ukulele.</i>
<i>Which</i>	<i>An object, place or animals.</i>	<i>The table, which hadn’t been cleaned in weeks, had been pushed into the corner.</i>
<i>That</i>	<i>An object, place or person</i>	<i>The dog, that was chasing a ball, barked.</i>
When	A time	The moon, when it is early, looks bright and sharp.
Where	A place	The heath, where I love to go, is beautiful.
Whose	Possessive.	The boy, whose eyes are brown, is seven.

\*Relative pronouns in grey have not yet been introduced.  
 \*\* Relative pronouns inside the black boxes are the focus of this learning journey.

- Parenthesis is when we add more information into a sentence (which could be removed and the sentence would still make sense). (Year 5 Autumn 1)
- When we use parenthesis, we punctuate the clause with a special type of punctuation called parentheses. (Year 5 Autumn 1)
- Parentheses go, in most cases, either side of the parenthesis.
- The three pieces of punctuation which can be used as parentheses are a pair of brackets, a pair of commas or a pair of dashes. (Year 5 Autumn 1)
- When they are embedded within the sentence, relative clauses are a form of parenthesis. We usually use a pair of commas to show this. (e.g. The boy, who was seven, was angry with his sister.) (Year 5 Autumn 1)
- Use commas to show parenthesis. (Year 5 Autumn 1)

**Listing**

- Adjectives should be listed in the following order: opinion, size, physical quality, shape, age, colour, origin, material, type, purpose. (Year 3 Autumn 1)
- A list is a series of words, phrases or names that have been grouped together for a reason. (Year 3)
- When we write a list within a sentence, we need to show that the items in the list are separate. (Year 3)
  - The final item of the list is separated from the rest using the word ‘and’ or ‘or’ before it.
  - The other items in the list are separated from each other using commas.
  - The punctuation we use to introduce the list depends on whether the ‘stem’ (which comes directly before the list) is a complete sentence or not:
    - If the stem is a complete sentence, we use a colon after the stem to introduce the list in our sentence. (e.g. He packed many items for his holiday: his toothbrush, his hairdryer and his jumper.)

Children should know how...

**Vocabulary, Grammar and Punctuation**  
*Using increasingly complex sentence structures*

- To use the relative pronouns when and where to specify nouns.

**Listing**

- To use a colon appropriately to introduce a list embedded within a sentence.
- To use a colon appropriately to introduce a bullet pointed list.

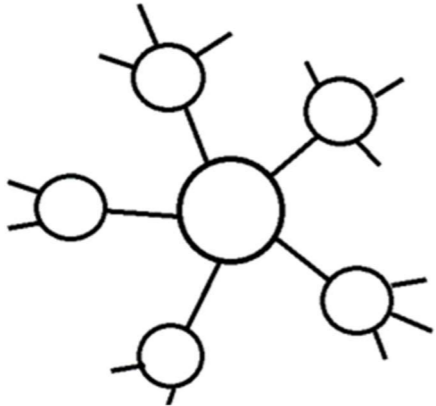
Children should know when...

- To use relative clauses to specify and describe nouns.
- To use different types of lists in their writing.
- To vary the typographical features of their writing.

Children should know why...

- Information texts (especially non-chronological ones) make great use of presentational and typographical features.
- Writers use and punctuate lists in different ways.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
<ul style="list-style-type: none"> <li>▪ If the stem is not a complete sentence, we do not use any punctuation to introduce the list. (He packed many things for his holiday including his toothbrush, his hairdryer and his jumper.)</li> <li>• <i>We can also use bullet points to write lists vertically. This is common in some forms of non-fiction writing. (Year 5 Spring 1)</i></li> <li>• <i>Bullet pointed lists are used to break up complex information and make it easier to read. (Year 5 Spring 1)</i></li> <li>• <i>Punctuating a bullet pointed list (Year 5 Spring 1)</i> <ul style="list-style-type: none"> <li>○ <i>Bullet pointed lists must always be introduced using a stem</i></li> <li>○ <i>The end of every line of a bullet pointed list should be punctuated the same.</i> <ul style="list-style-type: none"> <li>▪ <i>Simple items should have no punctuation at the end</i></li> <li>▪ <i>Full sentence bullet points should end in a full stop.</i></li> </ul> </li> <li>○ <i>The word 'and' is not used in a bullet pointed list.</i></li> <li>○ The punctuation we use at the end of the bullet point's stem depends on whether the stem is a complete sentence or not:           <ul style="list-style-type: none"> <li>▪ If the stem is a complete sentence, we use a colon after the stem to introduce the bullet pointed list.</li> <li>▪ If the stem is not a complete sentence, we do not use any punctuation to introduce the list.</li> </ul> </li> </ul> </li> </ul> <p><u>Organisational and Presentational Features</u></p> <ul style="list-style-type: none"> <li>• <i>In non-fiction writing, writers often give their text a 'title' which tells the reader what it is about. This is called a heading. (Year 3)</i></li> <li>• <i>In non-fiction writing, writers often give their paragraph 'mini-titles' which help the reader to find information quickly by telling them exactly what is found in each paragraph. These are called subheadings. (Year 3)</i></li> <li>• <i>We make our headings and subheadings clear by showing they are different to the rest of our writing, for example by underlining them. (Year 3)</i></li> <li>• <i>When a writer includes an image in their writing, they will provide a 'caption' underneath. A caption is a short sentence which describes what is in the image. (Year 5 Spring 1)</i></li> <li>• Writers can use a range of typographical features to draw attention to specific words in their writing, including       <ul style="list-style-type: none"> <li>○ <u>Underlining</u> (when a straight line is drawn under the words with a ruler)</li> <li>○ <b>Bold typeface</b> (when each individual letter is written with a thicker line than used in the rest of the text)</li> <li>○ Larger font</li> <li>○ UPPER CASE LETTERS (where every letter is a capital letter)</li> <li>○ <i>Italics</i> (where the letters are written on a consistent slant, which is not the same as the writer's normal letter orientation).</li> </ul> </li> <li>• When writers choose to use typographical features in their writing, they need to select the words they apply this to carefully to ensure that it is impactful.</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>• Features of information writing       <ul style="list-style-type: none"> <li>○ <i>Organised into key sections</i></li> <li>○ <i>May have a title and subheadings</i></li> <li>○ <i>Use paragraphs to group related information.</i></li> <li>○ <i>Use conjunctions to make the links between clauses explicit.</i></li> <li>○ <i>Use expanded noun phrases to specify and describe.</i></li> <li>○ Use relative clauses and parenthesis to specify and describe.</li> <li>○ <i>Use lists, with items separated by commas, to add detail.</i></li> <li>○ May format some lists using bullet points to make information easier for the reader to see.</li> </ul> </li> <li>• Features of the specific form (non-chronological information text)       <ul style="list-style-type: none"> <li>○ <i>Non-chronological</i></li> <li>○ <i>Often include pictures and diagrams.</i></li> <li>○ <i>Written in third person.</i></li> </ul> </li> </ul>	<p><u>Organisational and Presentational Features</u></p> <ul style="list-style-type: none"> <li>• To select different typographical features for effect.</li> </ul> <p><u>Composition</u></p> <p><i>Planning</i></p> <ul style="list-style-type: none"> <li>• To identify the audience and purpose of writing.</li> <li>• To select/use an appropriate form to achieve our purpose.</li> <li>• To use similar writing as a model for my own, including considering how author have developed character and setting in the wide range of literary experiences they have had.</li> <li>• To concisely note my initial ideas.</li> <li>• To read/research further to supplement my ideas.</li> <li>• To use a non-chronological information text shape to plan our writing.</li> </ul> <p><i>Drafting</i></p>	

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
<ul style="list-style-type: none"> <li>○ Often contain a wide range of structural and presentational features, including variation of typefaces and pictures with captions, to help inform the reader.</li> <li>• Text shape. <ul style="list-style-type: none"> <li>○ <i>A mind map is a useful structure for planning non chronological information texts:</i></li> </ul> </li> </ul> <p style="text-align: center;"><i>Non-chronological information text shape</i></p>  <ul style="list-style-type: none"> <li>○ <i>The title is recorded in the central circle.</i></li> <li>○ <i>Individual subheadings are recorded in the outer circles.</i></li> <li>○ <i>Words/phrases/ideas to be included within each paragraph are written as 'spokes' on the outer circles.</i></li> </ul>	<ul style="list-style-type: none"> <li>• To make purposeful selections of grammar and vocabulary to enhance meaning.</li> <li>• To create character, setting, plot and atmosphere.</li> <li>• To develop cohesion across and within paragraphs.</li> </ul> <p><i>Editing and Evaluating</i></p> <ul style="list-style-type: none"> <li>• To proof-read our writing for our year group's non-negotiables.</li> <li>• To make changes to the language, grammar and structure of my own and others' writing independently.</li> <li>• To identify two things we like about our own or another person's writing, explaining why with reference to the reader.</li> <li>• To identify one specific thing we/another person could change in their writing to further enhance the impact on the reader.</li> </ul>	

Vocabulary	Relative clause	A clause which gives more information about a noun.	Relative pronoun.	A type of pronoun used to add additional information to add detail to/specify a noun.	parenthesis	When we add more information into a sentence, which can be removed and the sentence would still make sense.
	list	A way of communicating a group of pieces of related information (for example names, types of animals, events) concisely.	Bullet pointed list	A way of presenting a list vertically, using a dot or other simple symbol at the start of each item.	stem	The phrase or clause used to introduce a list.
	Complete stem	A stem which is a complete sentence.	Incomplete stem	A stem which is not a complete sentence. This could be because it is a phrase or a subordinate clause.	Typographical features	The way the letters in the words are presented.

Enrichment & wider development						
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## Summer 1

### Year 5 Summer 1

#### Milestone LO

##### **Transcription**

*See separate handwriting and spelling mapping documents.*

##### **Vocabulary, Grammar and Punctuation**

*These milestones should be taught at the beginning of each writing unit using the Learn, Practice, Apply approach and then reinforced during the independent writing cycle.*

##### Direct Speech

- Use dialogue to advance the action.

##### Using increasingly complex sentence structures

- Use a relative clause with an omitted relative pronoun.

##### Formality

- Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing (formal choices of vocabulary)

##### **Composition**

*These milestones should feature during every writing unit. Children's use of these strategies should increase in independence and sophistication as their experiences writing for purpose grow. See substantive and disciplinary knowledge for details of the new content to be covered in each learning journey.*

##### *Planning*

- Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Noting and developing initial ideas, drawing on reading and research where necessary.
- When writing narratives, consider how authors have developed the characters and settings in the texts they have read, listened to or see performed.

##### *Drafting*

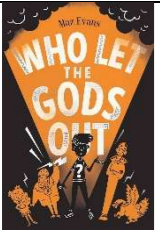
- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (see vocabulary, grammar and punctuation for details of new content).
- In narratives, describe settings, character and atmosphere.
- Precis longer passages.
- Use a wide range of devices to build cohesion within and across paragraphs (see vocabulary, grammar and punctuation for details of new content).

##### *Editing and Evaluating*

- Assess the effectiveness of their own and others' writing.
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Ensure the consistent and correct use of tense throughout a piece of writing.
- Ensure correct subject and verb agreement.
- Distinguish between the language of speech and writing, choosing the correct register.
- Proofread for spelling and punctuation errors.
- Perform their own compositions, using appropriate intonation, volume and movement so the meaning is clear.


##### *Revisit*

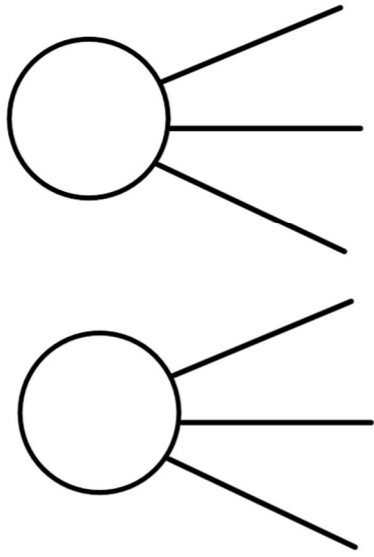
New knowledge.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
 <p><b>Learning Journey 1:</b>  <b>Purpose</b> – ENTERTAIN  <b>Audience:</b> Children’s Choice  <b>Viewpoint:</b> Children’s Choice  <b>Form:</b> Narrative (children’s choice of 3<sup>rd</sup> or 1<sup>st</sup> person)  <b>Text:</b> Who Let the Gods out? (Maz Evans)</p>		
<p>Children should know that...</p> <p><b><u>Vocabulary, Grammar and Punctuation</u></b>  <b><u>Direct Speech</u></b></p> <ul style="list-style-type: none"> <li>• <i>In narrative (and some non-narrative writing), writers often want to include characters talking to one another. This is called direct speech. (Year 3)</i></li> <li>• <i>Direct speech contains two parts: the reporting clause and the speech sentence. (Year 3)</i></li> <li>• <i>The speech sentence contains the words which are said aloud. (Year 3)</i></li> <li>• <i>The speech sentence is always surrounded by inverted commas. (“”)(Year 3)</i></li> <li>• <i>The reporting clause describes who is talking and how they are talking. (Year 3)</i></li> <li>• <i>The reporting clause is not surrounded by inverted commas. (Year 3)</i></li> <li>• <i>When a new character starts talking, writers start a new paragraph. (Year 3)</i></li> <li>• <i>When the reporting clause goes before the speech sentence, we need to separate the reporting clause and the speech sentence with a comma. (Year 3)</i></li> <li>• <i>The speech sentence always needs closing punctuation <b>inside</b> the inverted commas. (Year 4)</i> <ul style="list-style-type: none"> <li>○ <i>A speech sentence which is a question needs a ‘?’</i></li> <li>○ <i>A speech sentence which is an exclamation needs a ‘!’</i></li> <li>○ <i>A full stop is used for statements and commands when the speech sentence comes at the end of the sentence.</i></li> <li>○ <i>A comma is used when the speech sentence comes before the reporting clause.</i></li> </ul> </li> <li>• <i>The reporting clause can be placed within the speech sentence/sentences. This is called split speech. (Year 5 Autumn 2)</i></li> <li>• <i>When punctuating split speech, ... (Year 5 Autumn 2)</i> <ul style="list-style-type: none"> <li>○ <i>the first half of the speech sentence should have either a , ? or ! within the inverted commas.</i></li> <li>○ <i>The reporting clause should begin with a lower case letter (unless it is a proper noun)</i></li> <li>○ <i>There should be a comma after the reporting clause</i></li> <li>○ <i>The second half of the speech sentence should start with a lower case letter (unless it is the start of a new sentence)</i></li> <li>○ <i>The final half of the speech sentence should have either a ?, ! or . inside the inverted commas at the end.</i></li> </ul> </li> <li>• <i>The way a character talks can help us to visualise them clearly. This is another form of character description.</i></li> <li>• <i>Effectively used direct speech can help communicate a range of different character personalities, including.</i> <ul style="list-style-type: none"> <li>○ <i>It can show imbalances of power (e.g. a character who dominates the conversation or who is always agreed with is likely to have the most power).</i></li> <li>○ <i>The formality of a character’s language can show us their economical or social status.</i></li> <li>○ <i>Words can be deliberately contracted (where they would not normally be) or mis-spelled to indicate a character’s accent.</i></li> <li>○ <i>A change in the way a character talks over time can show how their character develops/evolves over time.</i></li> </ul> </li> </ul> <p><b><u>Using increasingly complex sentence structures</u></b></p> <ul style="list-style-type: none"> <li>• <i>A relative clause is a clause which gives more information about a noun. (Year 5 Autumn 1)</i> <ul style="list-style-type: none"> <li>○ <i>A type of subordinate clause</i></li> <li>○ <i>Start with a relative pronoun rather than a subordinating conjunction.</i></li> <li>○ <i>Come directly after the noun they are referring to.</i></li> <li>○ <i>Might be at the end of a sentence or embedded in the middle of a sentence.</i></li> </ul> </li> </ul>	<p>Children should know how...</p> <p><b><u>Vocabulary, Grammar and Punctuation</u></b>  <b><u>Direct Speech</u></b></p> <ul style="list-style-type: none"> <li>• <i>To use direct speech to create character.</i></li> </ul> <p><b><u>Using increasingly complex sentence structures</u></b></p> <ul style="list-style-type: none"> <li>• <i>To use relative clauses with omitted relative pronouns.</i></li> </ul>	<p>Children should know when...</p> <ul style="list-style-type: none"> <li>• <i>To use direct speech to convey something about a character.</i></li> <li>• <i>Deliberate mis-spelling of the speech sentence may be appropriate to convey something specific about their character.</i></li> <li>• <i>To use figurative language techniques to create atmosphere.</i></li> </ul> <p>Children should know why...</p> <ul style="list-style-type: none"> <li>• <i>Direct speech should only ever be used purposefully.</i></li> <li>• <i>Figurative language is especially useful when describing something that the reader is unlikely to have lived experience of.</i></li> </ul>

Substantive Knowledge			Disciplinary Knowledge			Conditional Knowledge																					
<ul style="list-style-type: none"> <li>The relative pronouns are: <i>(Year 5 Autumn 1)</i></li> </ul> <table border="1"> <thead> <tr> <th>Relative Pronoun</th> <th>The person/type of thing being described.</th> <th>Example</th> </tr> </thead> <tbody> <tr> <td><i>Who</i></td> <td><i>A person or people</i></td> <td><i>The girl, who was seven, played her ukulele.</i></td> </tr> <tr> <td><i>Which</i></td> <td><i>An object, place or animals.</i></td> <td><i>The table, which hadn't been cleaned in weeks, had been pushed into the corner.</i></td> </tr> <tr> <td><i>That</i></td> <td><i>An object, place or person</i></td> <td><i>The dog, that was chasing a ball, barked.</i></td> </tr> <tr> <td><i>When</i></td> <td><i>A time</i></td> <td><i>The moon, when it is early, looks bright and sharp.</i></td> </tr> <tr> <td><i>Where</i></td> <td><i>A place</i></td> <td><i>The heath, where I love to go, is beautiful.</i></td> </tr> <tr> <td><i>Whose</i></td> <td><i>Possessive.</i></td> <td><i>The boy, whose eyes are brown, is seven.</i></td> </tr> </tbody> </table> <p>*Relative pronouns in grey have not yet been introduced. ** Relative pronouns inside the black boxes are the focus of this learning journey.</p> <ul style="list-style-type: none"> <li>Not all relative clauses begin with a relative pronoun. Some omit this.</li> <li>The relative pronoun <b>cannot</b> be omitted if the relative pronoun is the subject (thing performing the action). For example "She is one of those people <b>who can sleep easily</b>. The relative pronoun who cannot be omitted because 'she' is the subject of the sentence.</li> <li>The relative pronoun <b>can</b> be omitted if the relative pronoun is the object (thing receiving the action). For example 'She is one of those people (<i>who</i>) <b>you can trust</b>. The who can be omitted because the subject of the relative clause is you, not she.</li> <li>This is more common in informal writing structures, such as dialogue.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>Features of a narrative <ul style="list-style-type: none"> <li><i>Have clear characters who remain consistent throughout.</i></li> <li><i>Use expanded noun phrases using carefully selected adjectives, modifying nouns and modifying prepositional phrases to describe settings and characters.</i></li> <li><i>Have a clear plot (sequence of related events).</i></li> <li><i>Use conjunctions to make the links between events, characters and settings explicit.</i></li> <li><i>Remain in the same tense throughout.</i></li> <li><i>Make careful choices of pronouns and adverbials for clarity and cohesion.</i></li> <li><i>May include characters talking to one another to help create plot.</i></li> </ul> </li> <li>Features of the specific form (1<sup>st</sup> person narrative) <ul style="list-style-type: none"> <li><i>Are told from the point of view of a specific character (narrator)</i></li> <li><i>Describe the events from their point of view – so can be quite emotional.</i></li> <li><i>Focus on the settings and characters that the narrator can see.</i></li> <li><i>Are written in the first person.</i></li> </ul> </li> <li>Features of the specific form (3<sup>rd</sup> person narrative) <ul style="list-style-type: none"> <li><i>Are told by a narrator who is 'outside of the action'</i></li> <li><i>Have a wide view of settings, characters and events.</i></li> <li><i>Are written in the third person.</i></li> </ul> </li> <li>Text shape: Boxing Clever</li> </ul>			Relative Pronoun	The person/type of thing being described.	Example	<i>Who</i>	<i>A person or people</i>	<i>The girl, who was seven, played her ukulele.</i>	<i>Which</i>	<i>An object, place or animals.</i>	<i>The table, which hadn't been cleaned in weeks, had been pushed into the corner.</i>	<i>That</i>	<i>An object, place or person</i>	<i>The dog, that was chasing a ball, barked.</i>	<i>When</i>	<i>A time</i>	<i>The moon, when it is early, looks bright and sharp.</i>	<i>Where</i>	<i>A place</i>	<i>The heath, where I love to go, is beautiful.</i>	<i>Whose</i>	<i>Possessive.</i>	<i>The boy, whose eyes are brown, is seven.</i>	<p><b>Composition</b></p> <p><i>Planning</i></p> <ul style="list-style-type: none"> <li>To identify the audience and purpose of writing.</li> <li>To select/use an appropriate form to achieve our purpose.</li> <li>To use similar writing as a model for my own, including considering how author have developed character and setting in the wide range of literary experiences they have had.</li> <li>To concisely note my initial ideas.</li> <li>To read/research further to supplement my ideas.</li> <li>To use a boxing clever structure to plan our writing.</li> </ul> <p><i>Drafting</i></p> <ul style="list-style-type: none"> <li>To make purposeful selections of grammar and vocabulary to enhance meaning.</li> <li>To create character, setting, plot and atmosphere.</li> <li>To develop cohesion across and within paragraphs.</li> </ul> <p><i>Editing and Evaluating</i></p> <ul style="list-style-type: none"> <li>To proof-read our writing for our year group's non-negotiables.</li> <li>To make changes to the language, grammar and structure of my own and others' writing independently.</li> <li>To identify two things we like about our own or another person's writing, explaining why with reference to the reader.</li> <li>To identify one specific thing we/another person could change in their writing to further enhance the impact on the reader.</li> </ul>			
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Vocabulary	Direct speech	When two or more characters talk to one another.	Speech sentence	The words said by the character.	Reporting clause	The clause which describes the character who is speaking (e.g. he said).																					
	Inverted comma	The piece of punctuation used to mark a speech sentence. " " . These marks are written (like an apostrophe) in superscript either side of the speech sentence.	Closing punctuation	The punctuation mark selected to go at the end of a speech sentence. This is included before the closing inverted comma. There are specific rules about which punctuation marks are required here.	Split speech	When the reporting clause is placed within the middle of the speech sentence. This could be between two sentences or could be within a single sentence.																					

Substantive Knowledge			Disciplinary Knowledge			Conditional Knowledge
	Relative clause	A clause which gives more information about a noun.	Relative pronoun	A type of pronoun used to add additional information to add detail to/specify a noun.	Omitted relative pronoun	A sentence which could have a relative pronoun used, but which has been deliberately left out of the sentence.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
 <p><b>Learning Journey 2:</b>  <b>Purpose – PERSUADE</b>  <b>Audience:</b> Government  <b>Viewpoint:</b> Children’s choice  <b>Form:</b> Speech  <b>Text/context driver:</b> The Island (Armin Greder)</p>		
<p>Children should know that...</p> <p><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <p><b><u>Formality</u></b></p> <ul style="list-style-type: none"> <li>• <i>The formality of a text affects the voice and tone a writer has to use. (Year 5 Spring 1)</i></li> <li>• <i>Writing (and speech) can be either formal or informal. Formal writing has a serious, unemotional and impersonal tone. Informal writing is more ‘chatty’. (Year 5 Spring 1)</i></li> <li>• Features of formal writing <ul style="list-style-type: none"> <li>○ <b>Contractions:</b> <i>Does not use the contracted forms of words (e.g. they’d). Instead, words are written in their expanded form (e.g. they had) (Year 5 Spring 1)</i></li> <li>○ <b>Standard English:</b> Uses standard English. This is the form of English which follows all of the formal rules of the language.</li> <li>○ <b>Vocabulary:</b> Replaces informal and non-specific vocabulary with precise, specific alternatives (e.g. ‘investigated’ instead of ‘checked out’, ‘considered’ instead of ‘thought about’)</li> </ul> </li> <li>• Features of informal writing <ul style="list-style-type: none"> <li>○ <b>Contractions:</b> <i>Uses contracted forms of words (e.g. they’d). (Year 5 Spring 1)</i></li> <li>○ <b>Standard English:</b> May use non-standard English forms. This is the form of English which allows for regional variations in grammar and sentence structure (e.g. yeah instead of yes; we was instead of we were, if I was you instead of if I were you, ain’t instead of am not). However, this should only ever be deliberately used to show character – for example in direct speech.</li> <li>○ <b>Vocabulary:</b> May use more examples of less-specific, chattier vocabulary, such as ‘checked out’.</li> </ul> </li> </ul> <p><b><u>Composition</u></b></p> <ul style="list-style-type: none"> <li>• Features of persuasive writing <ul style="list-style-type: none"> <li>○ <i>Use 2<sup>nd</sup> person and direct address to help ensure the reader is fully invested in the writing.</i></li> <li>○ <i>Use carefully planned repetition to draw a reader’s attention to key points.</i></li> <li>○ <i>Use facts and statistics to reinforce and argument.</i></li> <li>○ <i>Use emotive vocabulary choices, including within expanded noun phrases, to reinforce the argument. These could be positive or negative depending on the nature of the persuasion.</i></li> <li>○ <i>Use rhetorical questions to help make it harder for the reader to disagree with the writer’s point of view.</i></li> <li>○ <i>Use imperative verbs to help make the reader’s next actions clear to them.</i></li> <li>○ Use modal verbs and adverbials of probability to indicate possibility/necessity.</li> </ul> </li> <li>• Persuasion text shape.</li> </ul>	<p>Children should know how...</p> <p><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <p><b><u>Formality</u></b></p> <ul style="list-style-type: none"> <li>• To select appropriate language and structures to indicate formal and informal writing, including use of standard or non-standard forms and vocabulary choices.</li> </ul> <p><b><u>Composition</u></b></p> <p><b><u>Planning</u></b></p> <ul style="list-style-type: none"> <li>• To identify the audience and purpose of writing.</li> <li>• To select/use an appropriate form to achieve our purpose.</li> <li>• To use similar writing as a model for my own, including considering how author have developed character and setting in the wide range of literary experiences they have had.</li> <li>• To concisely note my initial ideas.</li> <li>• To read/research further to supplement my ideas.</li> <li>• To use a persuasive text shape to plan our writing.</li> </ul> <p><b><u>Drafting</u></b></p> <ul style="list-style-type: none"> <li>• To make purposeful selections of grammar and vocabulary to enhance meaning.</li> <li>• To create character, setting, plot and atmosphere.</li> <li>• To develop cohesion across and within paragraphs.</li> </ul> <p><b><u>Editing and Evaluating</u></b></p> <ul style="list-style-type: none"> <li>• To proof-read our writing for our year group’s non-negotiables.</li> <li>• To make changes to the language, grammar and structure of my own and others’ writing independently.</li> <li>• To identify two things we like about our own or another person’s writing, explaining why with reference to the reader.</li> <li>• To identify one specific thing we/another person could change in their writing to further enhance the impact on the reader.</li> </ul>	<p>Children should know when...</p> <ul style="list-style-type: none"> <li>• More formal language structures may be needed.</li> <li>• When language deviates from Standard English forms.</li> </ul> <p>Children should know why...</p> <ul style="list-style-type: none"> <li>• If non Standard English forms are used, this must be a deliberate choice on the part of the writer.</li> </ul>

Substantive Knowledge			Disciplinary Knowledge			Conditional Knowledge
<p>Persuasion text shape</p>  <ul style="list-style-type: none"> <li>○ Key points/arguments are jotted inside the bubbles.</li> <li>○ Each spoke is used to identify a piece of evidence in support of that main point/argument.</li> <li>○ Each bubble/spoke structure represents a single paragraph in the piece of writing (not including the introduction/conclusion if one will be written).</li> </ul>						
Vocabulary	Formality	The tone of a piece of writing, influenced by whether the writer knows the reader well or not, and the purpose for which they are writing.	contraction	A form of abbreviation where words two or more words are combined by removing certain letters. The letters which are removed are shown with an apostrophe.	Standard English	English which follows the formal conventions.
Enrichment & wider development						

## Summer 2

### Year 5 Summer 2

#### Milestone LO

##### **Transcription**

*See separate handwriting and spelling mapping documents.*

##### **Vocabulary, Grammar and Punctuation**

*These milestones should be taught at the beginning of each writing unit using the Learn, Practice, Apply approach and then reinforced during the independent writing cycle.*

##### Using increasingly complex sentence structures

- Use the relative pronouns where, when, who, which and that to modify nouns.
- Use commas and brackets to show parenthesis.

##### Cohesion

- Use adverbials of number to create cohesion within and between paragraphs

##### **Composition**

*These milestones should feature during every writing unit. Children's use of these strategies should increase in independence and sophistication as their experiences writing for purpose grow. See substantive and disciplinary knowledge for details of the new content to be covered in each learning journey.*

##### *Planning*

- Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Noting and developing initial ideas, drawing on reading and research where necessary.
- When writing narratives, consider how authors have developed the characters and settings in the texts they have read, listened to or see performed.

##### *Drafting*

- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (see vocabulary, grammar and punctuation for details of new content).
- In narratives, describe settings, character and atmosphere.
- Precis longer passages.
- Use a wide range of devices to build cohesion within and across paragraphs (see vocabulary, grammar and punctuation for details of new content).

##### *Editing and Evaluating*

- Assess the effectiveness of their own and others' writing.
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Ensure the consistent and correct use of tense throughout a piece of writing.
- Ensure correct subject and verb agreement.
- Distinguish between the language of speech and writing, choosing the correct register.
- Proofread for spelling and punctuation errors.
- Perform their own compositions, using appropriate intonation, volume and movement so the meaning is clear.

##### *Revisit*

New knowledge.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
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**Learning Journey 1:**  
**Purpose – ENTERTAIN**  
**Audience: Children’s Choice**  
**Viewpoint: Children’s Choice**  
**Form: Narrative**  
**Text/context driver:** Extracts from The Tempest (William Shakespeare)/ Shakespeare for Kids – The Tempest (Jeannette Vigon)

Children should know that...

**Vocabulary, Grammar and Punctuation**

*Using increasingly complex sentence structures*

- A relative clause is a clause which gives more information about a noun. (Year 5 Autumn 1)
  - A type of subordinate clause
  - Start with a relative pronoun rather than a subordinating conjunction.
  - Come directly after the noun they are referring to.
  - Might be at the end of a sentence or embedded in the middle of a sentence.
- The relative pronouns are: (Year 5 Autumn 1)

Relative Pronoun	The person/type of thing being described.	Example
Who	A person or people	The girl, who was seven, played her ukulele.
Which	An object, place or animals.	The table, which hadn't been cleaned in weeks, had been pushed into the corner.
That	An object, place or person	The dog, that was chasing a ball, barked.
When	A time	The moon, when it is early, looks bright and sharp.
Where	A place	The heath, where I love to go, is beautiful.
Whose	Possessive.	The boy, whose eyes are brown, is seven.

\*Relative pronouns in grey have not yet been introduced.

\*\* Relative pronouns inside the black boxes are the focus of this learning journey.

- Not all relative clauses begin with a relative pronoun. Some omit this. (Year 5 Summer 1)
- The relative pronoun **cannot** be omitted if the relative pronoun is the subject (thing performing the action). For example “She is one of those people who can sleep easily. The relative pronoun who cannot be omitted because ‘she’ is the subject of the sentence. (Year 5 Summer 1)
- The relative pronoun **can** be omitted if the relative pronoun is the object (thing receiving the action). For example ‘She is one of those people (who) you can trust. The who can be omitted because the subject of the relative clause is you, not she. (Year 5 Summer 1)
- This is more common in informal writing structures, such as dialogue. (Year 5 Summer 1)

**Composition**

- Features of a narrative
  - Have clear characters who remain consistent throughout.
  - Use expanded noun phrases using carefully selected adjectives, modifying nouns and modifying prepositional phrases to describe settings and characters.
  - Have a clear plot (sequence of related events).
  - Use conjunctions to make the links between events, characters and settings explicit.
  - Remain in the same tense throughout.
  - Make careful choices of pronouns and adverbials for clarity and cohesion.
  - May include characters talking to one another to help create plot.
- Features of the specific form (1<sup>st</sup> person narrative)
  - Are told from the point of view of a specific character (narrator)
  - Describe the events from their point of view – so can be quite emotional.
  - Focus on the settings and characters that the narrator can see.
  - Are written in the first person.

Children should know how...

**Vocabulary, Grammar and Punctuation**

*Using increasingly complex sentence structures*

- To use the full range of relative pronouns to modify nouns in different purposes and forms of writing.

**Composition**

*Planning*

- To identify the audience and purpose of writing.
- To select/use an appropriate form to achieve our purpose.
- To use similar writing as a model for my own, including considering how author have developed character and setting in the wide range of literary experiences they have had.
- To concisely note my initial ideas.
- To read/research further to supplement my ideas.
- To use a boxing clever structure to plan our writing.

*Drafting*

- To make purposeful selections of grammar and vocabulary to enhance meaning.
- To create character, setting, plot and atmosphere.


Children should know when...

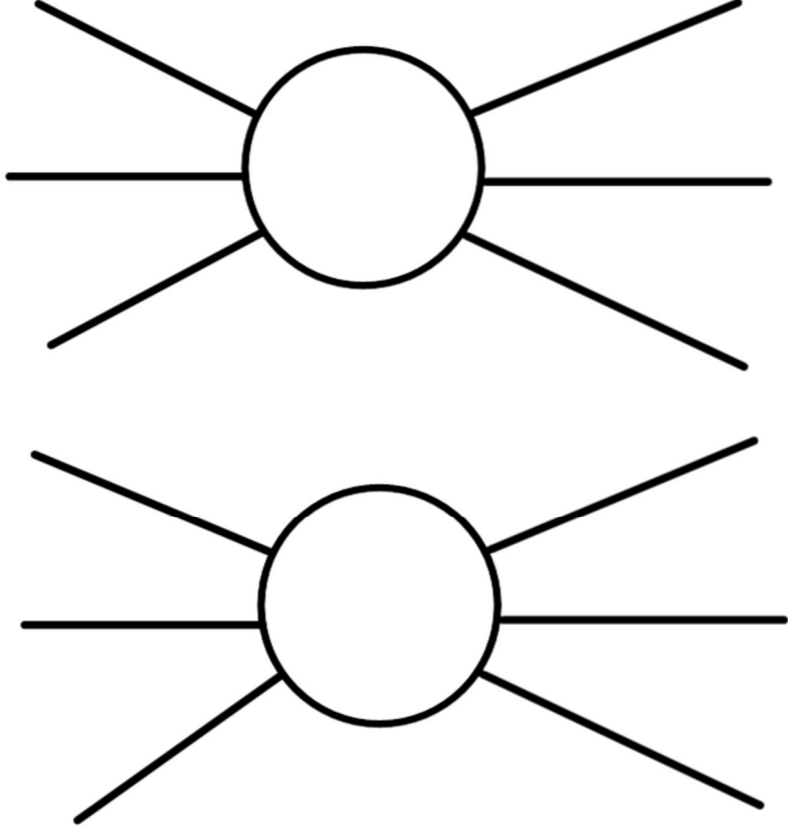
- To modify nouns, and how best to do so.

Children should know why...

- There are a range of techniques writers can use to modify nouns.

Substantive Knowledge				Disciplinary Knowledge		Conditional Knowledge
<ul style="list-style-type: none"> <li>Features of the specific form (3<sup>rd</sup> person narrative)               <ul style="list-style-type: none"> <li>Are told by a narrator who is 'outside of the action'</li> <li>Have a wide view of settings, characters and events.</li> <li>Are written in the third person.</li> </ul> </li> <li>Text shape: Boxing Clever</li> </ul>				<ul style="list-style-type: none"> <li>To develop cohesion across and within paragraphs.</li> </ul> <p><i>Editing and Evaluating</i></p> <ul style="list-style-type: none"> <li>To proof-read our writing for our year group's non-negotiables.</li> <li>To make changes to the language, grammar and structure of my own and others' writing independently.</li> <li>To identify two things we like about our own or another person's writing, explaining why with reference to the reader.</li> <li>To identify one specific thing we/another person could change in their writing to further enhance the impact on the reader.</li> </ul>		
Vocabulary	Relative clause	A clause which gives more information about a noun.	Relative pronoun	A type of pronoun used to add additional information to add detail to/specify a noun.	Omitted relative pronoun	A sentence which could have a relative pronoun used, but which has been deliberately left out of the sentence.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
 <p><b>Learning Journey 2:</b>  <b>Purpose – DISCUSS</b>  <b>Audience: Teacher’s Choice</b>  <b>Viewpoint: Teacher’s Choice</b>  <b>Form: Balanced Discussion</b>  <b>Text/context driver: Should Sainsbury’s be making all of their packaging recyclable? Window (Jeannie Baker)</b></p>		
<p>Children should know that...</p> <p><b><u>Vocabulary, Grammar and Punctuation</u></b>  <b><u>Cohesion</u></b></p> <ul style="list-style-type: none"> <li>• <i>An adverb is a word which describes a verb. It describes when, where, why or how something happened.</i></li> <li>• <i>Adverbs of time tell us when something happens (e.g. then, next, after that, later, earlier.) (Year 3)</i></li> <li>• <i>Adverbs can be placed after the verb in a sentence (e.g. He went next). (Year 3)</i></li> <li>• <i>Adverbs can also be placed at the front of the sentence. (Year 3)</i></li> <li>• <i>An adverb used at the start of a sentence is called a fronted adverbial. (Year 3)</i></li> <li>• <i>Fronted adverbials are followed by a comma to separate them from the rest of the sentence. (e.g. Later, he went to the shop). (Year 3)</i></li> <li>• <i>Adverbs of manner tell us how something happened. (Year 3)</i></li> <li>• <i>These can be formed by adding -ly to an adjective. (e.g. happily) Many -ed words can also be used as adverbs of manner (e.g. exhausted). (Year 3)</i></li> <li>• <i>An adverbial phrase is a phrase which acts as an adverb. (Year 4)</i></li> <li>• <i>Adverbs/adverbials of place tell us where something happened. (Year 4)</i></li> <li>• <i>Adverbs/adverbials of cause tell us why something happened. (Year 4)</i></li> <li>• <i>Adverbs/adverbials are a powerful and effective way of linking ideas between and within paragraphs. (Year 5 Autumn 1)</i></li> <li>• <i>Adverbials of time can make these links by showing the relationship between events in time. (Year 5 Autumn 1)</i></li> <li>• <i>Adverbials of place can make these links by showing the relationship between places within a narrative or non-fiction text.</i></li> </ul> <p><b><u>Using increasingly complex sentence structures</u></b></p> <ul style="list-style-type: none"> <li>• <i>Parenthesis is when we add more information into a sentence (which could be removed and the sentence would still make sense). (Year 5 Autumn 1)</i></li> <li>• <i>When we use parenthesis, we punctuate the clause with a special type of punctuation called parentheses. (Year 5 Autumn 1)</i></li> <li>• <i>Parentheses go, in most cases, either side of the parenthesis.</i></li> <li>• <i>The three pieces of punctuation which can be used as parentheses are a pair of brackets, a pair of commas or a pair of dashes. (Year 5 Autumn 1)</i></li> <li>• <i>When they are embedded within the sentence, relative clauses are a form of parenthesis. We usually use a pair of commas to show this. (e.g. The boy, who was seven, was angry with his sister.) (Year 5 Autumn 1)</i></li> <li>• <i>Parenthesis can be used to define key nouns within a text.</i> <ul style="list-style-type: none"> <li>○ <i>In the first instance, the definition is included within parentheses after the noun. For example, Janie (Mark’s younger sister)... cortisol (the stress hormone)...</i></li> <li>○ <i>For future instances, writers can just use the noun the reader has been given the definition.</i></li> <li>○ <i>Usually, brackets would be used for this form of parenthesis.</i></li> </ul> </li> <li>• <i>Parenthesis can be used to introduce a new acronym/abbreviation which will be used throughout the rest of the text.</i> <ul style="list-style-type: none"> <li>○ <i>In the first instance, this must be written in full and the acronym included within parentheses. For example, The International Space Station (ISS)</i></li> <li>○ <i>For future instances, writers are allowed to just use the acronym and no longer need to define it using parenthesis.</i></li> <li>○ <i>Usually, brackets would be used for this form of parenthesis.</i></li> </ul> </li> </ul>	<p>Children should know how...</p> <p><b><u>Vocabulary, Grammar and Punctuation</u></b>  <b><u>Cohesion</u></b></p> <ul style="list-style-type: none"> <li>• <i>To use adverbials of number to make links between and within paragraphs (creating cohesion)</i></li> <li>• <i>Place adverbials of number at different points within the sentence for effect.</i></li> </ul> <p><b><u>Using increasingly complex sentence structures</u></b></p> <ul style="list-style-type: none"> <li>• <i>To use brackets to show parenthesis when defining terms</i></li> <li>• <i>To use brackets to show parenthesis when introducing an abbreviation/acronym which will be used throughout the rest of the text.</i></li> <li>• <i>To only use this form of parenthesis on the first instance of this word/acronym.</i></li> </ul>	<p>Children should know when...</p> <ul style="list-style-type: none"> <li>• <i>To use a range of adverbials to create cohesion within their writing.</i></li> <li>• <i>To use the full range of sentence structures within their writing.</i></li> </ul> <p>Children should know why...</p> <ul style="list-style-type: none"> <li>• <i>Discursive writing is ordinarily so formal.</i></li> <li>• <i>Choosing a question with clear, opposing viewpoints is important.</i></li> </ul>

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
<p><b>Composition</b></p> <ul style="list-style-type: none"> <li>Features of discursive writing <ul style="list-style-type: none"> <li>Use paragraphs to structure arguments.</li> <li>Use conjunctions to make the links between clauses explicit.</li> <li>Use expanded noun phrases to specify and describe.</li> <li>Use relative clauses and parenthesis to specify and describe.</li> <li>Use lists, with items separated by commas, to add detail.</li> <li>Maintain a formal, impersonal tone.</li> </ul> </li> <li>Text shape. <ul style="list-style-type: none"> <li>A for-and-against diagram is a useful structure for planning non chronological information texts:</li> </ul> </li> </ul> <div style="text-align: center;"> <h2>Discussion text shape</h2>  </div> <ul style="list-style-type: none"> <li>Each main viewpoint is recorded in the central circle.</li> <li>Evidence against that viewpoint is recorded on the spokes on the left hand side</li> <li>Evidence for that viewpoint is recorded on the spokes on the right hand side.</li> </ul>	<p><b>Composition</b></p> <p><i>Planning</i></p> <ul style="list-style-type: none"> <li>To identify the audience and purpose of writing.</li> <li>To select/use an appropriate form to achieve our purpose.</li> <li>To use similar writing as a model for my own, including considering how author have developed character and setting in the wide range of literary experiences they have had.</li> <li>To concisely note my initial ideas.</li> <li>To read/research further to supplement my ideas.</li> <li>To use a discussion text shape to plan our writing.</li> </ul> <p><i>Drafting</i></p> <ul style="list-style-type: none"> <li>To make purposeful selections of grammar and vocabulary to enhance meaning.</li> <li>To create character, setting, plot and atmosphere.</li> <li>To develop cohesion across and within paragraphs.</li> </ul> <p><i>Editing and Evaluating</i></p> <ul style="list-style-type: none"> <li>To proof-read our writing for our year group's non-negotiables.</li> <li>To make changes to the language, grammar and structure of my own and others' writing independently.</li> <li>To identify two things we like about our own or another person's writing, explaining why with reference to the reader.</li> <li>To identify one specific thing we/another person could change in their writing to further enhance the impact on the reader.</li> </ul>	

Vocabulary	adverbial	A phrase which acts as an adverb within the sentence.	cohesion	Linking together the ideas within and across paragraphs to turn a text into a coherent whole.	parenthesis	When we add more information into a sentence, which can be removed and the sentence would still make sense.
	parentheses	The punctuation marks used to show parenthesis. These can be commas, dashes or brackets.				
Enrichment & wider development						